

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate (“Certificate”) is executed on **June 8, 2023**, by and between the Idaho Public Charter School Commission (the “Authorizer”) and **Peace Valley Charter School, Inc.** (the “Charter Holder”) for the purpose of operating **Peace Valley Charter School** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code section 33-5201 *et seq.*, as amended (the “Charter Schools Act”).

RECITALS

WHEREAS, **Peace Valley Charter School, Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **October 12, 2017**, the Authorizer approved the charter petition (the “Charter”) subject to conditions outlined in Appendix B;

WHEREAS, the School began operations in the year **2018**; and

WHEREAS, on **February 23, 2023**, the Authorizer conditionally renewed the School’s charter for a subsequent five-year term of operations to begin July 1, 2023 and end on June 30, 2028.

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **Peace Valley Charter School, Inc.** agree as follows:

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as Appendix C and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School’s pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer’s policy.
- B. Term of Agreement.** The School’s operational term shall be from July 1, **2023** and end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.
- C. Renewal Conditions.** The School is conditionally approved to operate. Applicable conditions are attached as **Appendix B** and incorporated herein by this reference. If all renewal conditions have been completed to the satisfaction of the Authorizer by the stated due date, the School shall continue operations through the remainder of the current Certificate term. In the event that all renewal conditions have not been completed to the satisfaction of the Authorizer by the stated due date, the Authorizer will consider whether to exercise its authority to revoke the School’s Charter at its next regularly scheduled meeting.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: To provide a developmentally appropriate, arts and nature-based education, nurturing children's innate creativity and inspiring them to become lifelong learners who are mindful, active, and engaged global citizens.
- B. Grades Served.** The School may serve students in grades Kindergarten through 8.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- A cross-disciplinary approach with block scheduling and rigorous, relevant, balanced, developmentally based curriculum. This can be measured via curriculum and lesson plans.
 - Sustainable living practices, environmental stewardship, and experiential learning through outdoor nature experiences, and gardening skills. This can be measured via observation.
 - Multi-sensory learning through singing, painting, movement, drawing, theater arts, storytelling, handwork, and the playing of recorders, flutes and stringed instruments. This can be measured via observation and lesson plans.
 - A foreign language program. This can be measured via observation and curriculum review.
 - A 'looping' or continuing relationship between the primary teacher and his or her respective class across the grades. This can be measured via calendar review.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the State Board of Education.

SECTION 3: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a non-profit board of directors (the "Board") incorporated by the Charter Holder. The Board shall serve as public agents authorized by the Authorizer, in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with state and federal laws, rules and regulations. The Board shall have final authority with respect to the School's operation, and shall have the responsibility of overseeing academic achievement, financial stability, and operational management of the School. The Charter Holder shall also be responsible for maintaining and enforcing a compliant Board and providing overall Board stewardship for the School.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules, regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by the Charter Holder.
- C. Charter Board Composition.** The composition of the Board shall at all times be determined by

and consistent with the articles of incorporation and bylaws, and all applicable laws, rules, regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five business days of it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer’s role shall be to evaluate the School’s performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School’s academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The academic performance outcomes of the K-8 on-site program operated by the School shall be aggregated across all grades for reportability.
- D. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School’s comparison group shall be identified as described below and shall be established for the length of the Certificate term. **Joint School District No. 2 (002) and Boise School District (001).**
- E. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School’s progress in relation to the indicators, measures, metrics, and targets set out in the Performance Framework. A formal report of the School’s academic, financial, and operational performance (“Performance Report”) shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- F. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- G. Performance Framework as Basis for Renewal of Charter.** The School’s performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School’s Charter at the end of the Certificate term.
- H. Required Reports.** The School shall prepare and submit reports as required by the Authorizer’s policy.
- I. Authorizer’s Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- J. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer’s policy.

Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 540 students.
- C. Equitable Enrollment Procedures.** The School shall make student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- i. **Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
 - ii. The School will not offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 1845 S. Federal Way, Boise, ID 83705. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category. Located in both West Ada and Boise School Districts. The attendance boundaries are as follows: Listed residential streets, drives, ways, culs-de-sac, etc. will include addresses on both sides of the road also to include future addresses that are built on said roads. Higher capacity roads and highways listed will act as a boundary only, not to include residences outside of the overall encompassed attendance area.

The N.W. corner begins at Eagle Rd. and State Highway 44 / State St. Following State St. east to Highway 55 then following 55 north to connect to Hill Rd. The boundary follows Hill Rd. southeast to N. Pierce Park Ln. and includes the residential streets just north of Hill Rd., W. Summer Hill Dr., W. Autumnwood St., and W. Wintergard St. The boundary follows N. Pierce Park Rd. that changes into and continues westward as N. Cartwright Rd. The boundary continues southwest and will include the residential side

roads that jettison from Cartwright Rd. nearing N. Bogus Basin Rd. as follows, N. Blue Wing Pl., W. El Pelar Dr., N. Sanada Way, N. La Mesita Way, W. Tequila St., N. La Fontana Way, and La Fontana Way. The boundary follows N. Cartwright Rd. south to N. Bogus Basin Rd. then turns southeast to follow W. Curling Dr. The boundary then turns briefly west to wind through Cashmere Rd., south onto N. Whidden St., then east onto W. Highland View Dr. After the street turns into N. 15th St., the boundary turns southeast onto Hill Rd. After Hill Rd. changes to N. 13th St., the boundary will turn east onto W. Lemp St, then south briefly onto N. 8th St., then east again onto N. 7th St. The boundary will turn briefly east onto W. Alturas St. before turning south onto N. 6th St., then southeast onto W. Fort St. The road will change into E. Fort St., then turn southeast onto E. Jefferson St. This road will turn into E. McKinley St., and then the boundary will briefly turn south into N. Maple Ave., then east onto Hillview Dr., then again onto Bacon Dr., then once again onto E. Warm Springs Ave. This road will change into E. Barber Dr., and then the boundary will turn south onto N. Harris Ranch Rd, and then once again east onto E. Warm Springs Ave until connecting with Highway 21. Heading west on Highway 21 the boundary follows I-84 northwest until the S. Orchard St. exit to continue onto W. Victory Rd. The boundary continues to S. Cole Rd. and turns south to W. Desert Ave. This continues west to S. Maple Grove Rd., continues south to E. Lake Hazel Rd. then west to S. Eagle Rd. to create the southwest corner of the boundary. Eagle Rd. is the western boundary that connects to State Highway 44 / State St. to complete the boundary.

- F. **Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, federal social security, unemployment insurance, worker’s compensation insurance, and health insurance.
- G. **Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. **General.** The School shall comply with all applicable financial and budget laws, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School’s Performance Framework.
- B. **Financial Controls.** At all times, the Charter Holder shall ensure that the School maintains appropriate governance, managerial procedures, and financial controls, which shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them; (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6)

maintenance of asset registers and financial procedures for grants, all in accordance with state and federal laws, rules, regulations, and Authorizer policy.

- C. **Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.
- D. **Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format or any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. **Relinquishment.** Should the Charter Holder choose to relinquish its Charter before the expiration of this Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written notification.
- B. **Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one or more of the terms of its Certificate, including the Performance Framework. The Charter Holder may appeal a decision to non-renew directly to the State Board of Education.
- C. **Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet one or more of the renewal conditions, included in **Appendix B**, by the stated due date. The School's Charter may be revoked as provided by Idaho Code section 33-5209C. In such an event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The Charter Holder may appeal a decision to revoke directly to the State Board of Education.
- D. **Closure.** The Authorizer's closure protocol shall begin immediately after a decision to relinquish is made by the Charter Holder, or a decision to revoke or non-renew or is made by the Authorizer. Closure protocol shall begin regardless of whether the Charter Holder appeals the decision. In the event that closure protocol begins, the School shall cease operations no later than the following June 30. Closure protocol shall only cease if the State Board of Education overturns the Authorizer's decision.

SECTION 8: MISCELLANEOUS

- A. **No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, partnership, ownership, or employment between the Authorizer and the School.
- B. **Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. **No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. **Amendment.** This Certificate may be amended by agreement between the School and the

Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the Charter Holder have executed this Performance Certificate to be effective **June 8, 2023**.

Alan L Reed
Alan L Reed (Jul 12, 2023 10:48 MDT)

Jul 12, 2023

Chairman
Idaho Public Charter School Commission

William Paul
William Paul (Jul 10, 2023 19:37 MDT)

Jul 10, 2023

Chairman
Peace Valley Charter School, Inc. Governing Board

Appendix A: Performance Framework

Appendix B: Conditions

Appendix C: Charter

Appendix D: IPCSC Closure Protocol

Appendix A: Performance Framework



PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

Adopted 8/13/2020

Revised 4/14/2022

Idaho Public Charter School Commission

514 W Jefferson, Suite 303

Boise, Idaho 83720

Phone: (208)332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

ACADEMIC MEASURES

All School Measures

1. Math Proficiency
2. ELA Proficiency
3. Math Growth
4. ELA Growth
5. Literacy Proficiency
6. College and Career Readiness

Comparison Group: Specific to school.

1. MATH PROFICIENCY

Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, OR The school's proficiency average is in 90 th percentile of all Idaho schools.
Meets Standard	The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

2. ELA PROFICIENCY

Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, OR The school's proficiency average is in 90 th percentile of all Idaho schools.
Meets Standard	The school's proficiency rate is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

3. MATH GROWTH

Growth Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric Math	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR The school's growth rate is in the 90 th percentile of all Idaho public schools.
Meets Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

4. ELA GROWTH

Growth Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric ELA	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR The school's growth rate is in the 90 th percentile of all Idaho public schools.
Meets Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

5. LITERACY PROFICIENCY

Literacy Proficiency Rate: The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Literacy Proficiency Rubric	
Exceeds Standard	<p>One of the following is true:</p> <ul style="list-style-type: none"> The school's proficiency rate on the spring administration of the statewide literacy assessment is greater than one standard deviation above the mean of the identified comparison group; the school's proficiency rate on the spring administration of the statewide literacy assessment is at or above 90%; <p>OR</p> <ul style="list-style-type: none"> The fall to spring change in proficiency rate is 20% or greater.
Meets Standard	<p>The school's proficiency on the spring administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group; OR The school's fall to spring change in proficiency rate is between 10%-19%.</p>
Approaches Standard	<p>The school's proficiency on the spring administration of the statewide literacy assessment falls within one standard deviation below the mean of the identified comparison group.</p>
Does Not Meet Standard	<p>The school's proficiency rate on the spring administration of the statewide literacy assessment is more than one standard deviation below the mean of the identified comparison group.</p>

6. COLLEGE AND CAREER READINESS

Adjusted Cohort Graduation Rate (ACGR): Alternative schools will be evaluated based on their 5-Year ACGR. All other schools will be evaluated based on their 4-Year ACGR.

Graduation Rate: The IPCSC will use either the 4-Year ACGR as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

C&C Readiness Rubric	
Exceeds Standard	The school's 4-Year ACGR is greater than one standard deviation above the identified comparison group, OR The school's ACGR is 90%.
Meets Standard	The school's 4-Year ACGR is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.
Approaches Standard	The school's 4-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's 4-Year ACGR is more than one standard deviation below the identified comparison group.

OPERATIONAL MEASURES

BOARD STEWARDSHIP

1. Governance Structure
2. Governance Oversight
3. Governance Compliance

OPERATIONAL MANAGEMENT

4. Student Services
5. Data Security and Information Transparency
6. Facility and Services
7. Operational Compliance

BOARD GOVERNANCE

1. Governance Structure Rubric

Data Sources: Board bylaws, articles of incorporation, and any courtesy letters or notifications issued to the school by entities responsible for oversight or enforcement.

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Board Bylaws are compliant with ID law.• Articles of Incorporation are current.• No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.• The board did not experience an Open Meeting Law violation that needed to be cured this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

2. Governance Oversight Rubric

Data Sources: Board meeting minutes, school policies, continuous improvement plan (or other strategic planning evidence if submitted by the school), and verification of submission of annual administrator evaluation.

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• The board reviews academic data in a timely and thorough manner.• The board reviews financial reports in a timely and thorough manner.• The board maintains compliant policies.• The board engages in strategic planning.• The board conducts a compliant annual evaluation of their school leader and/or management organization.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3. Governance Compliance Rubric

Data Sources: If applicable, courtesy letters/notifications of concerns, investigation, or findings issued to the school by entities responsible for oversight or enforcement, and any documentation of correction provided by the school.

Governance Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	The IPCSC did not issue any courtesy letters or notify an external investigative body of compliance concerns this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

OPERATIONAL MANAGEMENT

4. Student Services Rubric

Data Sources: If applicable, any notifications or courtesy letters issued by the SDE or SBOE which required corrective action with regard to the school's ELL, SPED, or College and Career Readiness programs, as well as any documentation submitted by the school evidencing correction.

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	All of the following are true: <ul style="list-style-type: none">• The school's English Language Learner program is in good standing;• The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and• The school's federal programs are in good standing.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

5. Data Security and Information Transparency Rubric

Data Sources: periodic desk audit of school website, and any formal notifications regarding data security or public records compliance.

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none"> • The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets). • The school did not experience any issues involving data security this year. • The school did not experience any compliance issue regarding public records requests this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

6. Facility and Services Rubric

Data Sources: Verification of meal service program and transportation services via public documents and/or school website, and any notifications of concerns regarding occupancy or safety issued to the school by entities responsible for oversight or enforcement.

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none"> • The school's occupancy certificate is current. • The school maintains current safety inspections and drills. • The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

7. Operational Compliance Rubric

Data Sources: Periodic observation of enrollment lottery, and if applicable, any corrective action plans issued by the SDE not related to special education, ELL, or college and career readiness (as these are captured elsewhere), or formal notification of late reports or enrollment violations.

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Required reports are submitted accurately and on time.• The school maintains a compliant enrollment process.• No correct action plans were issued by the SDE this year.
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

FINANCIAL MEASURES

NEAR TERM HEALTH

1. Current Ratio
2. Unrestricted Days Cash
3. Default
4. Enrollment Variance

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin
6. Cash Flow and Multi-Year Cash Flow
7. Debt Service Coverage Ratio
8. Debt to Asset Ratio
9. Financial Compliance Rubric

NEAR-TERM HEALTH

1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

Current Ratio Rubric	
Exceeds Standard	The school has a current ratio of more than 1.5
Meets Standard	The school has a current ratio of at least 1.1 (or between 1.0 and 1.1 with a 1-year positive trend)
Approaches Standard	The school has a current ratio of between .9 and 1.0 (or between 1.0 and 1.1 with a 1-year negative trend)
Does Not Meet Standard	The school has a current ratio of .9 or less.

2. Unrestricted Days Cash

Calculation: Unrestricted Cash and investments divided by ((Total Expenses minus Depreciation Expense) / 365)

Data Source: Annual Fiscal Audit Report

Unrestricted Days Cash Rubric	
Exceeds Standard	The school has more than 60 days cash on hand
Meets Standard	The school has 60 days cash OR Between 30- and 60-days cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 days cash.
Approaches Standard	The school has between 15-30 days cash OR Between 30-60 days cash, but one-year trend is negative.
Does Not Meet Standard	The school has fewer than 15 days cash on hand.

3. Default

Calculation: No calculation.

Data Source: Annual Fiscal Audit Report, Terms of Debt, Other Formal Notifications Received by School.

Default Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	The school is not in default of any financial obligations and did not experience any instances of default during the fiscal year. Financial obligations include, but are not limited to, making payments to vendors and utility services on time, complying with all loan covenants, filing any reports required for maintenance of grants or philanthropic funds, meeting all tax obligations, and operating without financial judgements or property liens.
Approaches Standard	The school experienced one or more instances of minor default during the fiscal year (such as making late payments); however, the school is not currently in default of any financial obligations.
Does Not Meet Standard	School is currently in default of financial obligations.

4. Enrollment Variance

Calculation: Actual enrollment as of the first Friday in November (drawn from ISEE) divided by enrollment projections as submitted directly to the IPCSC in July.

Data Source: ISEE and direct school report

Enrollment Variance Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	Enrollment variance is equal to or greater than 95%.
Approaches Standard	Enrollment variance was between 90% and 95%, OR The enrollment variance was less than 90% and the school provided a mid-year amended budget evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.
Does Not Meet Standard	Enrollment variance was less than 90% and the school did not provide evidence of mid-year budget amendments or operational changes evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.

SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

Most Recent Year Total Margin: 2019 Net Income divided by 2019 Total Revenue.

3-Year Aggregated Total Margin: (2019 Net Income +2018 Net Income +2017 Net Income) divided by (2019 Total Revenue +2018 Total Revenue +2017 Total Revenue)

Data Source: Annual Fiscal Audit Report

Total Margin and 3-Yr Aggregated Total Margin	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<p>Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive</p> <p>OR</p> <p>Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive.</p> <p>*Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</p>
Approaches Standard	Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".
Does Not Meet Standard	Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.

6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

Most Recent Year Cash Flow: 2020 Cash and Investments minus 2019 Cash and

Investments Previous Year Cash Flow: 2019 Cash and Investments minus 2018

Cash and Investments Multi-Year Cash Flow: 2020 Cash and Investments minus

2018 Cash and Investments

Data Source: Annual Fiscal Audit Report

Cash Flow and Multi-Year Cash Flow	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<p>Multi-Year Cumulative Cash Flow is positive, and Cash Flow is positive in the most recent year is positive,</p> <p>OR</p> <p>Multi-Year Cumulative Cash Flow is negative, but documentation identifies this as a result of a one-time, planned purchase (such as a facility remodel).</p> <p>*Note: Schools in their first or second year of operation must have positive cash flow.</p>
Approaches Standard	Multi-Year Cumulative Cash Flow is positive, but Cash Flow is negative in the most recent year.
Does Not Meet Standard	Multi-Year Cumulative Cash Flow is negative, and no documentation identifies this as a result of a one-time, planned purchase.

7. Debt Service Coverage Ratio

Calculation:

If school owns its facility or if the school leases its facility and the lease is capitalized:
 (Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

If school leases its facility and the lease is not capitalized: (Facility Lease Payments + Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

Data Source: Annual Fiscal Audit Report

Debt Service Coverage Ratio Rubric	
Exceeds Standard	The school's debt service coverage ratio is 1.5 or greater OR The school operates debt-free.
Meets Standard	Debt Service Coverage Ratio is between 1.1 and 1.49
Approaches Standard	The school's debt service coverage ratio is between .9 and 1.09
Does Not Meet Standard	Debt Service Coverage Ratio is less than .9

8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

Debt to Asset Ratio	
Exceeds Standard	The school has met standard for 3 consecutive years, including the most recently completed school year., OR The school operates debt-free.
Meets Standard	The school's Debt to Asset Ratio is less than 0.9
Approaches Standard	The school's Debt to Asset Ratio is between 0.9. and 1.0
Does Not Meet Standard	The school's Debt to Asset Ratio is greater than 1.0

9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report, Desk Audit of Policies, Other Formal Notifications Received by School

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none">• Accounting Practices: finances are managed in compliance with GAAP.• Financial Transparency: expenditures and contracts are posted on the school's site.• Internal Controls: the school's internal controls are compliant.
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	The school is operating under a notification of fiscal concern or a notification of possible or imminent closure OR The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.

Appendix B: Conditions

Appendix B: Conditions of Renewal

1. Condition 1: PVCS must achieve a Meets Standard rating on the Debt Service Coverage Ratio of the Commission's performance framework by November 15, 2023.

2. Condition 2: PVCS must achieve full accreditation through the State Board of Education's approved school accrediting body (currently Cognia) by June 1, 2024.

Part of PVCS's conditional approval in 2018 included the condition that the school achieve accreditation candidacy status by July 1, 2019 and achieve full accreditation by July 1, 2021. This condition was adopted based on the Commission's stated concerns that PVCS's academic program, as presented in the charter petition, may not be sufficient to produce the academic outcomes necessary to meet standard on the academic performance measures of the performance framework. PVCS did not meet this condition by the stated date, as it did not achieve accreditation candidacy status until April of 2022. Based on Cognia's accreditation procedures, within two years of a school's acceptance into candidacy status, the school will be reviewed to determine whether full accreditation status will be awarded. The due date of this condition accounts for Cognia's two-year window within which PVCS will be reviewed.

3. Condition 3: PVCS must achieve a Meets Standard rating on the following financial measures of the Commission's performance framework in fiscal year 2024: Total Margin, Cash Flow, Financial Compliance, and Debt to Asset Ratio. Since the corresponding data will be evaluated on or before November 15, 2024, the date by which this condition must be met is November 15, 2024.

PVCS did not meet standard on the Debt to Asset Ratio or Total Margin measures in fiscal year 2022. Financial measures are defined in the performance framework and shall be incorporated into PVCS's 2023-2028 performance certificate.

4. Condition 4: PVCS must achieve a Meets Standard rating on all operational measures of the Commission's performance framework in fiscal year 2024. Since the corresponding data will be evaluated on or before November 15, 2024, the date by which this condition must be met is November 15, 2024.

Operational measures include: Governance Structure, Governance Oversight, Governance Compliance, Student Services, Data Security & Information Transparency, Facility Services, and Operational Compliance. PVCS failed to meet standard on multiple operational measures each year of its first operational term. Annual performance reports issued by the Commission identify the known issues and cite supporting documentation.

PVCS has acted to correct some of the issues, but failure to do so promptly is noted as an additional concern in several instances. PVCS has struggled with board turn over, internal divisiveness, and a poor working relationship between the board and its administrator. These ongoing issues are noted in a courtesy letter issued by the Commission staff in 2019 and again in a letter issued by the Idaho School Board Association in 2022.

Outstanding compliance issues are noted in a letter of Findings and Recommended Corrective Actions which was issued to PVCS at the conclusion of a Commission complaint investigation on October 15, 2022. These findings, which include compliance issues with board policy, building safety, and operational procedures, are currently being addressed by PVCS.

5. Condition 5: PVCS must achieve a Meets Standard rating on the literacy proficiency measure of the Commission's performance framework in fiscal year 2024. Since the corresponding data will be evaluated on or before November 15, 2024, the date by which this condition must be met is November 15, 2024.

PVCS did not meet standard on the literacy proficiency measure in any operational year over the course of its performance certificate term. The literacy proficiency measure is defined in the performance framework and shall be incorporated into PVCS's 2023-2028 performance certificate.

6. Condition 6: PVCS must achieve a Meets Standard rating on the English language arts proficiency measure of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before

November 15, 2025, the date by which this condition must be met is November 15, 2025.

PVCS did not meet standard on the English language arts proficiency measure in any operational year over the course of its performance certificate term. The English language arts proficiency measure is defined in the performance framework and shall be incorporated into PVCS's 2023-2028 performance certificate.

7. Condition 7: PVCS must achieve a Meets Standard rating on the math proficiency measure of the Commission's performance framework in fiscal year 2025. Since the corresponding data will be evaluated on or before November 15, 2025, the date by which this condition must be met is November 15, 2025.

PVCS did not meet standard on the math proficiency measure in any operational year over the course of its performance certificate term. The math proficiency measure is defined in the performance framework and shall be incorporated into PVCS's 2023-2028 performance certificate.

Appendix C: Charter



“Learning to Change the World”

Petition to Establish a K-8 Public Charter School
Located within the Boise School District,
Impacting Boise School District and Joint District #2
with a proposed opening in August 2018

Respectfully submitted September 12, 2017

Contact Person

Laura Henning

12853 W. Broadleaf St. Boise, ID 83713

peacevalleycharter@gmail.com

208-340-4498

www.peacevalleycharter.org

Non-Discrimination Statement:

Peace Valley Charter School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

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Tab 1 – Executive Summary, Vision, Mission, Legislative Intent

Executive Summary

“The need for imagination, a sense of truth, and a feeling of responsibility — these three forces are the very nerve of education.”

Rudolf Steiner

Peace Valley Charter School recognizes each child’s unique potential and provides children an education that gives them the tools and skills to flexibly meet every challenge the future brings. Peace Valley’s educational philosophy has its roots in an independent educational movement of more than 1,800 Waldorf schools worldwide. While many Waldorf schools are private, The George Lucas Educational Foundation reported in 2009 that the number of public schools inspired by Waldorf educational methods is growing fast. For almost a hundred years, using the mediums of art and nature as their point of departure, Waldorf schools have provided a rigorous academic education, recognized for its students’ flexibility of thought, ingenuity, and practical ability, and their devotion to community service.

School Concept

Peace Valley’s educational model is a compelling public choice, incorporating research-based strategies that improve and enhance student achievement, cognition, and social and emotional health. It provides an innovative and creative method for delivering Idaho Content Standards to students in the Treasure Valley. Peace Valley will be guided by the Core Principles of Public Waldorf Education, offering a rich curriculum that simultaneously addresses students’ academic, artistic and practical skills. Peace Valley will foster a nurturing, multisensory, multicultural, and nature-based learning environment where the arts are integrated into academic lessons to help stimulate students’ imaginations. Peace Valley’s model recognizes that children pass through distinctive developmental stages, which is why it will provide an open, creative environment that nurtures the emerging capacities at each age through:

- A cross-disciplinary approach with block scheduling and rigorous, relevant, balanced, developmentally based curriculum
- Sustainable living practices, environmental stewardship, and experiential learning through outdoor nature experiences, animal husbandry, and gardening skills
- Multi-sensory learning through singing, painting, movement, drawing, theater arts, storytelling, handwork, and the playing of recorders, flutes and stringed orchestral instruments
- A robust foreign language program where the goal is immersion and fluency
- A ‘looping’ or continuing relationship between the primary teacher and his or her respective class across the grades.

The curriculum unfolds in ‘main-lesson’ (approximately the first two hours of daily instruction) blocks of two to four weeks’ duration. Main lesson subjects alternate primarily between language arts, math and science based blocks across the year. Once the main lesson is finished, the school day continues with an arrangement of specialty subjects (visual and movement arts, music, gardening, handwork, woodwork, and foreign language classes), interspersed with practice classes for the continued refinement of math and language arts skills.

Peace Valley students will learn reading, writing, mathematics, geometry, history, geography, geology and natural sciences, while also learning to sing, play a musical instrument, draw, paint, model, carve and work with wood, act in plays, garden, cook, do handwork such as knitting and sewing, speak a foreign language, think critically and independently, and work harmoniously and respectfully with others.

Definition of Success

Peace Valley's definition of success is well expressed by author, psychologist and educator Dr. Madeline Levine: "Our job is to help [children] know and appreciate themselves deeply, to be resilient in the face of adversity, to approach the world with zest, to find work that is satisfying, friends and spouses who are loving and loyal, and to hold a deep belief that they have something meaningful to contribute to the world." To that end, Peace Valley aims to give children the confidence that they can achieve mastery in every sphere of academic and artistic endeavor. Students will graduate Peace Valley ready to embrace the next step with confidence and security. Evidence of this capacity will be seen in their test scores, in their community service, and in the ease with which they will transition to higher levels of education.

The Governing Board will measure against the following goals when evaluating PVCS's overall success: 1. Meets measurable proficiency outcomes detailed in Tab Four. 2. 90%+ of parents indicate they are satisfied or very satisfied on the annual parent survey. 3. 90%+ of faculty indicate they are satisfied on the annual faculty survey.

Community Need and Interest

Currently, no school using Waldorf principles exists in the Treasure Valley and community interest has been steadily growing. There has been overwhelming support for Peace Valley since its creation, as evidenced by participation in all Peace Valley social media pages, surveys, Open Houses and Family Festivals. To Date: 665 *Boise Waldorf Initiative* Facebook followers, 566 *Peace Valley Facebook* followers (since 1/21/17), 365 newsletter_subscribers, 338 survey results, 150+ distinct families attended four Open Houses, 120+ visitors at 2017 Kid's Expo, 45+ parents attended Simplicity Parenting Presentation and 55+ families at two Family Festivals.

Motivation and Collective Qualification

Peace Valley Charter arose from a collective experience with the beauty, effectiveness, and innovation of Waldorf education. Having experienced this education as students, teachers, parents, and academics, the founders united to make this educational methodology available to Treasure Valley students. The founders decided to seek Charter authorization because they believe deeply in the importance of public education and the need for alternative education methods to be broadly available to all students. Founders are drawn from a variety of backgrounds, including: Construction Management, MBA, Program Management, Real Estate, IT, Waldorf and Public Education, Government, Non-Profit Sector, Marketing and Business. Each founder holds a passion for the curriculum, principles, and successes of developmentally appropriate, arts and nature-based, Waldorf-inspired education.

Vision

“Our highest endeavor must be to develop free human beings, who are able of themselves to impart purpose and direction to their lives.” Rudolf Steiner

Who is Rudolf Steiner and what are the Principles for Public Waldorf Education?

Waldorf education is the fastest growing independent school movement in the world. The modern philosophy behind “Waldorf” education is based on an innovative school started in Stuttgart, Germany in 1919 by the Austrian philosopher, scientist, and thinker Rudolf Steiner. In responding to a request to start a school during the cultural upheaval in Germany following World War I, Steiner outlined a model for education that has since inspired many schools called “Waldorf” after the first Steiner school. At its very inception, the first Waldorf School embraced a sense of equity and social responsibility: educating boys and girls together, being open to all children, stretching across a wide range of grades, and involving teachers in school governance. Underlying all instruction is a threefold model of human development, which acknowledges how, in different stages, children grow in their capacities to will (meaning move and do), to feel, and to think. Peace Valley’s approach to education is built on this rich philosophy and commitment to education for social renewal.

This educational philosophy’s success can be seen in various Waldorf/Steiner campuses around the world, most poignantly, in areas where tremendous racial tensions exist. During the South African apartheid regime, the local Waldorf school was one of the rare examples where Caucasian and African students attended classes together. Today, at the Harduf Kibbutz Waldorf school in Israel, Jewish and Arab students and faculty learn from each other.

Tamrat El Zeitoun is the first school that provides a Waldorf education steeped in the beauty of the Arab culture and language. Not only do children also learn Hebrew and English, but all the different religions and sects of Arab people are represented and work together: Muslims, Christians, Druze and Bedouins. Bringing these diverse Arab religious communities together in one school is unique, and Tamrat El Zeitoun provides a model for how to integrate Waldorf education into the Arab culture.

-Lana Nasrallah, Founding teacher

Peace Valley Charter School’s History

Peace Valley aims to learn from the success of other Public Waldorf schools and create a school that is representative of its families and its location. The name Peace Valley was chosen by the founding families to honor the Valley’s history. For the Native American tribes that lived in Idaho before the mid-1800s, the Boise Valley, or Peace Valley as it was sometimes called, was a place of gathering for feasting and trade. There were four main tribes that met here, the Shoshoni, the Paiute, the Bannock and the Nimiipuu (also called Nez Perce). <https://parks.cityofboise.org/media/975738/Peace-Valley-NEW-small.pdf>

Peace Valley Charter School's educational philosophy is founded on the conviction that all children are innately curious about themselves and the world; they inherently want to learn, discover, and create. The school's role is to nourish and guide this natural exuberance, energy and delight in the quest for meaning and knowledge.

Peace Valley Charter School has developed a powerful educational vision that incorporates the Core Principles of Public Waldorf Education with the Idaho Content Standards (see Appendix M) and embraces the developmental model of the unfolding child. This education, built on a strong academic foundation, also brings forth creative imagination, critical thinking, self-confidence, and a sense of delight, wonder and respect for nature and humanity. At the heart of this developmental philosophy is the conviction that education is an art. Whether the subject is mathematics, history or physics, the presentation must be alive, must speak to the child's world through direct experience, and must inspire the imagination. The goal is to teach children in a safe, protective and naturally beautiful environment using methods that fill them with delight, wonder and enthusiasm.

Peace Valley's Values

Peace Valley believes that every child can excel, every child should be seen and recognized for his unique contributions, and every child should be given the time, space and tools to grow and develop into her best self. Peace Valley further believes in providing the highest possible educational experience to all students, regardless of race, gender, socioeconomic status, or ability. A student body that is philosophically, religiously, culturally, racially, socio-economically diverse is critical to deepening students' learning experience and enriching the community. Peace Valley welcomes and encourages families of all backgrounds to join in its effort to build a healthy school community. Peace Valley believes in looking beyond oneself to service to those around us. Whether it be through artistic performance and sharing, care for the land and local ecosystem, or the making or building of items that are of practical value to community members (for example, knitted blankets for the elderly), students will learn compassion and a sense of common responsibility.

The values that are embedded in our curriculum and our work with each other can be distilled into four statements—our Code of Conduct.

THE CODE OF CONDUCT

We are kind

We are safe

We are respectful

We are responsible

The Code of Conduct is simple enough to be understood by a young child, yet it contains all the issues with which an eighth grader might wrestle. It informs our guidelines for working with the children and their interactions with each other.

World Citizenship

The experiential study of world cultures enriches students' expanding worldview, giving an appreciation for diversity, flexibility of thinking, and an intrinsic empathic understanding of social and cultural issues. Peace Valley's emphasis on world citizenship is demonstrated by its dedication to offering a Spanish Immersion Kindergarten and rich foreign language programs, as well as an emphasis on other languages and cultures throughout the curriculum. Peace Valley's overall educational approach is designed to instill in its students not only high standards for academic achievement and civic responsibility, a sense of delight and respect for nature and humanity, and valuable interpersonal and intrapersonal life skills.

Educational Vision

Developmentally Appropriate Education

"Pushing skills before children are biologically ready sets them up to fail."
M. Baker, M.D. - Executive Director - Gesell Institute of Human Development

The foundation of Waldorf pedagogy is the belief that for children to best develop critical thinking skills, their imaginative capacity must first be cultivated. Likewise, many of the processes required for the development of academic and analytical abilities are connected to and enhanced by developed physical capabilities. When core academic subjects are taught through visual arts, movement, music, or simple observation of the natural world, the whole child becomes engaged in ways that promote the development of practical skills, increased creativity, and ultimately the capacity for penetrating, perceptive, innovative thought. To use a paradigm drawn from Waldorf pedagogy, this education develops three primary aspects of a child's capacities, namely the ability to:

- "will" or move, do and create (the "Hands");
- "feel" or imagine and engage material with a personal connection (the "Heart"); and
- "think" or analyze and form judgments and conclusions (the "Head").

Great care is taken to meet children at the appropriate developmental stages, with material that will not prematurely tax their intellectual strength at the expense of their growing physical and imaginative capacities. A preschool or kindergarten aged child, it is presumed, will profit far more from exposure to sand and water, the soil and plants of a garden, or imaginative play with peers, than she will from being forced to sit still and look at textbooks or screens.

The early childhood program cultivates and supports the child's natural trust and basic reverence for the world as a good place to live. Until age six or seven, children learn primarily through physical activity and imitation, with teachers who guide them by always being busily engaged in practical and community-directed tasks (bread-making, washing dishes, setting and serving at table, knitting, sweeping the path), even in moments when the children are freely at play. The soothing, home-like environment, and simple natural materials of the kindergarten encourage creative imaginative play without overstimulating the children. Through storytelling, arts and crafts, and healthy movement, a strong foundation is laid for the formal academic instruction that will begin in first grade.

In grades 1-5, children learn best when academics are conveyed through painting, drama, music, storytelling and other direct experiences that stir their emotions. The arts are used primarily as a means to understand and relate to the world, and also as an avenue for personal self-expression. Science is also foundational, at first through the direct kinesthetic observation of the natural properties of such materials as sand or water, in the play-yard outside, and gradually across the grades in increasing levels of complexity and depth of research. Zoology, botany and geology (all still primarily based in direct observation of the plant, animal and mineral kingdoms) are offered in 4th, 5th and 6th grades, and anatomy, physiology, physics and organic chemistry in 7th and 8th grades.

Classroom Organization and Materials

Waldorf classrooms, materials and curriculum cultivate a sense of beauty, wonder and deep respect for the natural world, affirming that the intelligence and imagination of the young child is best developed without the use of technology; up to grade six computer technologies are used primarily as a practical necessity for computer based testing, and research purposes. At Peace Valley, each class will be appointed and arranged in a manner that will be most conducive to the appropriate mood, and most efficiently meet the academic needs of the developmental age it will serve. For example, in kindergarten, the class will be arranged in a manner described by Todd Oppenheimer in his Atlantic Monthly article, "Schooling the Imagination":

Walking into the kindergarten class at the San Francisco Waldorf School one morning, I felt my stomach relax. The lights were dim, the colors soft pastel. Intriguing materials for play were everywhere. The children had organized them into a half dozen distinctly different fantasy worlds -- there was a make-believe woodshop in one corner; in another, reminiscent of a farmhouse bedroom, two girls were putting a curiously bland doll to bed in a cradle. This doll, I learned, is standard issue in Waldorf kindergartens. It's the old-fashioned sort, simple stuffed cotton, with almost no facial features. "The only thing an intelligent child can do with a complete toy is take it apart," a kindergarten teacher told me. "An incomplete toy lets children use their imaginations." There were also wild hats and capes, pinecones and driftwood, bowls of nuts and other items from the natural world. John Bloom explained that the raw materials are meant not to celebrate nature but to challenge children's spatial creativity.

Special Subjects

In general, we presume that one is better off with more brain cells than fewer. As a child grows, the brain grows as well. Research has shown that there are five ways to build brain cells. (Begley 1996, Hancock 1996. See also Chugani 2011) These ways are: music, art, handwork, movement and personal connections to adults. All of these ways are strongly represented in Waldorf education.

Robert C Oelhaf, A Case for Waldorf Education

Special subjects are a unique aspect of Peace Valley's educational vision and assist students in holistically developing a variety of skills. In addition to their core subjects, students will regularly participate in subjects such as music, form drawing and visual arts, handwork and woodwork, physical education and movement, eurythmy, foreign language, bio-dynamic gardening and sustainability arts.

Engaged Teaching

Commitment to great teachers stands at the core of why excellence is a given at Peace Valley. Teachers stretch their own boundaries, deepen their understanding of child development, stay curious, and constantly learn new material. Teachers grow as they follow their students throughout the grades and master new subjects. Peace Valley teachers are artists, creators, experts, mentors, and examples of human beings that are worthy of emulation. Teachers are engaged in school governance and decision-making. All teachers will have or work toward dual certification by the state and by a Waldorf Teacher Certification.

Connection to Families

Building on excellence in teaching is Peace Valley's vision of collaboration with families. The core of this vision is the understanding that families and teachers work together to create a comprehensive learning environment that values and supports whole-child education equally. As valued members of the school community, parents are a critical component in fostering a sense of creativity and passion for learning. Parent volunteers support many aspects of the program, including gardening, recycling, field trips, the arts, celebrations and festivals, and projects. Peace Valley is committed to parent participation and maintaining a community-based school that incorporates the Treasure Valley's unique qualities with parent participation, and opportunities for learning both within the classroom and in the greater community.

Mission

Peace Valley Charter School educates K-8 students in the Treasure Valley, guided by the Core Principles of Public Waldorf Education, in a public school setting.

Peace Valley Charter's mission is to provide a developmentally appropriate, arts and nature based education, nurturing children's innate creativity and inspiring them to become lifelong learners who are mindful, active, and engaged global citizens.

Supporting Body of Research

Waldorf Education addresses the child as no other education does. Learning, whether in chemistry, mathematics, history or geography, is imbued with life and so with joy, which is the only true basis for later study. The textures and colors of nature, the accomplishments and struggles of humankind fill the Waldorf students' imaginations and the pages of their beautiful books. Education grows into a union with life that serves them for decades. By the time they reach us at the college and university level, these students are grounded broadly and deeply and have a remarkable enthusiasm for learning. Such students possess the eye of the discoverer,

and the compassionate heart of the reformer which, when joined to a task, can change the planet.

-Arthur Zajonc, Ph.D., Associate Professor of Physics, Amherst College

There is a growing body of research substantiating Waldorf practices, curriculum and the holistic, balanced approach to education. Incidental commentary drawn from such research is cited throughout this document. Peace Valley's curriculum places emphasis on a strong academic foundation, artistic expression, social development, and attention to each child's needs. Waldorf curriculum has been proven to be an effective educational method for many children who struggle in traditional classrooms, as well as gifted students, and typically developing students.

A large body of evidence from the last twenty years of neuroscientific inquiry supports the fundamental principles of Waldorf pedagogy. The timing and organization of brain development are prime considerations in establishing the optimal sequence for learning, as is the knowledge that the brain operates optimally when all parts are equally developed, valued, and engaged. Its holistic approach is designed to stimulate optimal brain functioning and follow a developmentally appropriate sequence to educate the child's whole being integrating thinking, feeling, and doing. The foundation of Waldorf education lies in providing the right experience at the right time. Dr. Regalena Melrose, a licensed clinical and credentialed school psychologist with nearly 20 years' experience working with children and adolescents in schools, clinical settings, and private practice, has done extensive research in this area. In *Why Waldorf Works: From a Neuroscientific Perspective* she writes (Appendix P),

An overwhelming body of evidence from the last 20 years of neuroscientific inquiry supports Steiner's theories, including some of the most fundamental foci of Waldorf Education. Three foci thrill me the most, both as a parent of a Waldorf student and as an international speaker on the topic of learning, behavior, and the brain: holism, play, and nature. An emphasis on all three is consistent with how the brain learns best: when the whole brain is engaged at any given moment, when its foundational neural connections have been given ample time to develop, and when it is in an optimally aroused state.

Because brain development occurs at a different pace for each child, the Waldorf approach helps students thrive until their learning skills catch up with their development. Several studies have shown significant correlations between academic success, enhanced critical thinking abilities, and positive attitudes towards community for students who are educated in an arts-integrated curriculum. This model of education through the arts awakens imagination and creativity, bringing vitality and wholeness to learning. Play is also an essential part of learning and Peace Valley's educational vision gives ample time and space for children to unstructured play. According to Dr. Melrose, "numerous studies have shown that play at every stage of development improves IQ, social-emotional functioning, learning, and academic performance. The findings of several studies conducted over a 4-year period found that spending one-third of the school day in physical education, art, and music improved not only physical fitness, but attitudes toward learning, and test scores...."

In Learning from Rudolf Steiner: The Relevance of Waldorf Education for Urban Public School Reform, a study published in 2008 in the journal Encounter: Education for Meaning and Social Justice (Appendix P), researcher Ida Oberman concluded that the Waldorf approach successfully laid the groundwork for future academics by first engaging students through integrated arts lessons and strong relationships instead of only preparing them for standardized tests. In her assessment of four California public schools that use Waldorf methods, Oberman found that some students tested slightly below peers in language arts and math in the second grade, but they matched or tested above their peers in the same subjects by eighth grade. Peace Valley students should achieve these same results or better.

California, which has the most Public Waldorf Charter Schools, has the greatest amount of data regarding the academic and social benefits of this educational model. They have data showing the development and progress of test scores and the versatility of the model with various student populations. For example, research supports the use of Waldorf principles for at-risk populations. The Thomas E. Mathews Community School in Yuba County, California serves high-risk juvenile offenders, many of whom have learning disabilities. The school switched to Waldorf methods in the 1990s. A 1999 study of the school by R. Babineaux found that students had "improved attitudes toward learning, better social interaction and excellent academic progress." This study identified the integration of the arts "into every curriculum unit and almost every classroom activity" of the school as the most effective tool to help students overcome patterns of failure. The study also found significant improvements in reading and math scores, student participation, focus, openness and enthusiasm, as well as emotional stability, civility of interaction and tenacity (Arlene Monks, Appendix P). Likewise, after the Bill & Melinda Gates Foundation helped launch the first public Waldorf high school, the George Washington Carver School of Arts and Science in Sacramento, California, scores on the California Statewide Tests rose dramatically. In this case, the methods proved highly effective for under-achieving and special needs students. In 2011, just three years after adopting Waldorf methods and pedagogy, only 12% of 11th graders scored "far below basic" or "below basic" on Statewide English tests, compared to 67% of 11th graders scoring at below basic levels when the school opened.

A 2009 study comparing Waldorf and public school students in New Zealand (Appendix P) found that, the Waldorf students who had no formal instruction in reading in preschool or kindergarten, caught up in reading ability by around age 10, at which point there was "no difference in reading achievement between children who had been given early instruction in reading and those who had not." Despite their sometimes-lessened exposure to standardized testing situations, U.S. Waldorf pupils' SAT scores have typically come above the national average, especially on verbal measures.

Finally, in an extensive research study conducted by the Stanford Center for Opportunity Policy in Education (SCOPE) Growing a Waldorf-Inspired Approach in a Public School District documents the practices and outcomes of Alice Birney, a Waldorf-Inspired School in Sacramento City Unified School District (SCUSD). (Appendix P) This study highlights how such a school addresses students' academic, social, emotional, physical, and creative development. Birney students outperform similar students in SCUSD on several behavioral and academic measures

In particular graduates report they approached their continued education with the assumption that their voices were worth hearing and sharing, be it with peers or their classroom teachers, even if they were taking a minority or unorthodox position. Driven to pursue personally relevant educational

interests, for the purpose of self-improvement and curiosity, they did not fear failure but understood it to be a part of the learning process. Profoundly, many students commented on the social responsibility they felt to engage the world in a meaningful way that makes the world a better place.

Based on the research cited above and the lived experience of its founders, Peace Valley is confident it can achieve its vision and implement its educational philosophy for students in the Treasure Valley. Peace Valley's vision will allow for flexibility and adaptability to meet the various needs of students who will become part of the school. Because Peace Valley's educational framework focuses on the developmental, social and emotional needs of children, it is well suited to educate children across the academic spectrum and simultaneously achieve high-academic standards.

Legislative Intent

As the first school in the Treasure Valley guided by the Core Principles of Public Waldorf Education, Peace Valley provides a successful, time-tested, but wholly new approach to education in this region, creating substantially increased choice in educational models while improving student learning and promoting innovative teaching methods.

In response to Idaho Code 33-5201 providing legislative intent for establishing charter schools, Peace Valley Charter School will:

1. Improve Student Learning

In addition to academic mastery and artistic development, learning how to learn is a primary goal for Peace Valley students. Peace Valley's purpose is to improve student learning by employing creative methods of education that will create an innovative, developmentally-appropriate educational choice for students and parents within the public sphere and meet the unique learning styles and needs of many students that may not be flourishing in the traditional-model schools available in the community. Peace Valley's educational model nourishes students' natural curiosity and passion for learning by respecting the unique developmental stages each child experiences. All facets of the school are structured around a comprehensive understanding of human development—an understanding that nurtures a community of self-awareness, respect, and dignity to improve each student's learning.

2. Increase learning opportunities for all students, with special emphasis on expanded learning experiences

The arts are integrated throughout the Peace Valley's curriculum to access and develop students' emotional intelligence. Artistic activities such as painting, drawing, drama, singing and instrumental music are used in combination with core academic standards to enrich the learning experience. Through the arts, Peace Valley facilitates the development of compassion, responsibility and stewardship. By working together consciously throughout the curriculum, students develop a capacity for emotional involvement that is both sensitive and resilient. They become caring individuals committed to one another and to the greater good. Enrichment subjects, most taught by specialty teachers, like foreign languages, singing, flute and recorder, violin, painting, drawing, modeling, knitting, sewing, woodworking, drama and movement, garden and eco-literacy are all excellent learning

opportunities for students that go beyond the core subjects and are usually unavailable in other local schools. This multi-dimensional approach expands learning experiences and engages students in a powerful and concentrated experience and promotes active listening, memory, imagination and vocabulary.

3. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site

Teachers are encouraged to cultivate within themselves a sense of wonder and discovery throughout the process of developing and presenting lesson material, while also teaching from the richness of their experience. This, in combination with the practical necessity of presenting new curricula each year as one advances or loops through the grade levels, invariably leads to creative and innovative lesson plans. The execution of Steiner's philosophy through its curriculum, pedagogy, and school structure is strongly supported by the sustained relationships formed between and among teachers, students, and families. The curricular freedom that looping affords its teachers directly impacts the pacing of instruction as well. When teachers have the luxury of time, as well as the primary responsibility for their students' education, they are not under pressure to prepare students to a certain level of proficiency at an arbitrary point in time in order to hand off to their next teacher. Teachers can be responsive to the students' needs, readiness for new learning, and skill development in designing their instruction.

School leadership is conducted through shared responsibilities within established legal structures. Faculty, staff, administration and the Governing Board will collaborate to guide and lead the school with input from stakeholder groups. To the greatest extent possible, decisions related to the educational program are the responsibility of those faculty and staff with knowledge and experience of Rudolf Steiner's educational insights. Governance and internal administration are implemented in a manner that cultivates active collaboration, supportive relationships, effective leadership, consequential action, and accountability for teachers. Key to this approach is the notion of and support for teachers as lifelong learners who are continually developing their craft.

4. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system

As the first school in the Treasure Valley guided by the Core Principles of Public Waldorf Education (Appendix P), Peace Valley provides a successful, time-tested, but wholly new approach to education in the area, creating substantially increased choice in educational models while improving student learning and promoting innovative teaching methods. It allows parents access to a long standing and fast-growing educational option that doesn't currently exist in the Treasure Valley. It provides parents and students desiring a whole child, developmentally appropriate, arts and nature based approach to education in the public sector.

Tab 2 – Proposed Operations

Peace Valley’s Proposed Operations

Superintendent Jonathan Raymond of Sacramento, CA Unified School District has this to say about Waldorf-methods schools:

"Our society will greatly benefit from more Waldorf-educated young people. Having a Waldorf school should be a critical piece of every district’s portfolio.”

Legal Status

Peace Valley Charter School, Inc., a nonprofit corporation organized and managed under the Idaho Nonprofit Corporation Act. The corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. In this document, the Charter School is the petitioning entity and is referred to as Peace Valley (PVCS). Peace Valley Charter School will apply to become its own Local Education Agency (LEA) and will be responsible for all programs, finances, reporting, and monitoring.

The Peace Valley Charter School Articles of Incorporation and Bylaws are included in this document as Appendix A.

Proposed Operations

Peace Valley Charter School, Inc. will operate as a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. It will be in the Boise School District boundaries and enroll a student population that reflects demographics similar to those of area charter schools. Peace Valley will operate under the leadership of the Board of Directors with the day-to-day operations managed by the school Administrator. Peace Valley will operate with a unique educational approach guided by the Core Principals of Public Waldorf Education.

Proposed Location and Attendance Area

Interest in Peace Valley comes from families across the Treasure Valley, however the school plans to be located in the Boise Independent School District. The three proposed locations are accessible to demographic areas of high interest, while remaining accessible across the wider Treasure Valley.

The proposed attendance area will cover both West Ada and Boise School Districts.

The attendance boundaries are as follows: Listed residential streets, drives, ways, culs-de-sac, etc. will include addresses on both sides of the road also to include future addresses that are built on said roads. Higher capacity roads and highways listed will act as a boundary only, not to include residences outside of the overall encompassed attendance area.

The N.W. corner begins at Eagle Rd. and State Highway 44 / State St. Following State St. east to Highway 55 then following 55 north to connect to Hill Rd. The boundary follows Hill Rd. southeast

to N. Pierce Park Ln. and includes the residential streets just north of Hill Rd., W. Summer Hill Dr., W. Autumnwood St., and W. Wintergard St. The boundary follows N. Pierce Park Rd. that changes into and continues westward as N. Cartwright Rd. The boundary continues southwest and will include the residential side roads that jettison from Cartwright Rd. nearing N. Bogus Basin Rd. as follows, N. Blue Wing Pl., W. El Pelar Dr., N. Sanada Way, N. La Mesita Way, W. Tequila St., N. La Fontana Way, and La Fontana Way. The boundary follows N. Cartwright Rd. south to N. Bogus Basin Rd. then turns southeast to follow W. Curling Dr. The boundary then turns briefly west to wind through Cashmere Rd., south onto N. Whidden St., then east onto W. Highland View Dr. After the street turns into N. 15th St., the boundary turns southeast onto Hill Rd. After Hill Rd. changes to N. 13th St., the boundary will turn east onto W. Lemp St, then south briefly onto N. 8th St., then east again onto N. 7th St. The boundary will turn briefly east onto W. Alturas St. before turning south onto N. 6th St., then southeast onto W. Fort St. The road will change into E. Fort St., then turn southeast onto E. Jefferson St. This road will turn into E. McKinley St., and then the boundary will briefly turn south into N. Maple Ave., then east onto Hillview Dr., then again onto Bacon Dr., then once again onto E. Warm Springs Ave. This road will change into E. Barber Dr., and then the boundary will turn south onto N. Harris Ranch Rd, and then once again east onto E. Warm Springs Ave until connecting with Highway 21. Heading west on Highway 21 the boundary follows I-84 northwest until the S. Orchard St. exit to continue onto W. Victory Rd. The boundary continues to S. Cole Rd. and turns south to W. Desert Ave. This continues west to S. Maple Grove Rd., continues south to E. Lake Hazel Rd. then west to S. Eagle Rd. to create the southwest corner of the boundary. Eagle Rd. is the western boundary that connects to State Highway 44 / State St. to complete the boundary.

Peace Valley's primary area of attendance will include the area inside the outlined portion of the attendance map found in Appendix D.

Target Population

Peace Valley intends to serve students whose parents desire an innovative, holistic public school of choice. Families seeking an alternative educational choice are attracted to various aspects of Peace Valley's educational plan. In part, the target population is distinct in that many families already familiar with the model are excited to have a public Waldorf school available, because none currently exists in the area. Families new to Peace Valley's educational philosophy will be attracted because of the innovative, holistic, arts and nature based approach to the curricula, as well as the respectful, nurturing environment at the core of all successful Waldorf education. See Tabs 7 and 8 for details.

Charter School's Potential Effects

Peace Valley will offer parents across the Treasure Valley an alternative public school of choice that does not currently exist. By ultimately enrolling students in grades K-8, Peace Valley will provide a grade configuration that aligns with the Waldorf curriculum and resembles that of other successful charter schools. The Treasure Valley is one of the fastest growing areas in Idaho and many families are seeking a new approach to education. Peace Valley will help alleviate pressure on local schools and meet this growing need. The population of school age students in the Treasure Valley is projected to grow from 121,907 in 2014 to 125,300 by 2019.

<http://www.bloom.org/treasure-in-the-valley/>. This is after an overall student enrollment growth of nearly 12,000 between 2010-2015.

At the same time, demand for charter schools in the Treasure Valley exceeds the current capacity of existing charter schools. As of 2015-2016 there are 1,234 students on charter waitlists within the target school districts and while the true number of students waiting to enroll in a charter school is not known, its potential can only increase as more people have an accurate understanding of the nature of public Charter Schools and their open access to the public. An attendance area greater than Boise School District will ensure that Peace Valley will not take students from any one specific geographic area and that there will be no noticeable impact on either District or on any K8 school within those Districts, fiscally or otherwise. Comments from West Ada are found in an Article in the Meridian Press,

“West Ada school board Chairman Philip Neuhoff said he does not foresee a new public charter school having a big impact on West Ada’s enrollment or state funding. The district would lose per-pupil funding for the students who switch to Peace Valley, he said, but it also would not be providing services to those students. Having enough students is not a concern for the district, which is growing rapidly, he added.”

From the letter received from the Boise School District and conversations with Superintendent Coberly, Boise School District does not perceive any negative effect on their district finances or population and we hope to have a positive relationship with them as they do with the other Charter schools operating in their District. Peace Valley will work in cooperation with the districts in the primary attendance area and regularly share enrollment information in order to assist them in their enrollment planning.

Anticipated Enrollment

In its opening year, Peace Valley intends to enroll a modestly sized student body of 320 K-6 students and grow each year by adding one new upper grade and one additional lower grade, reaching a maximum capacity of 540 students. Peace Valley anticipates offering three Kindergarten classes: 1 full day (with tuition), 2 half days. Kindergarten class size will be a maximum of 20 students per class. Grades 1-6 vary in class size between 27-30 students with a maximum of two classes per grades 1-8 with a maximum of 30 students each. Break-even enrollment for year one would be 185 students, which is lower than the approximately 259 average opening enrollment number of nearby Treasure Valley charter schools.

Initial survey data of 338 interested parents shows overwhelming demand for the lower grades and very strong interest in the upper grades, demonstrating overall support for our enrollment projections. (Appendix Q). A robust city-wide marketing campaign is ready to be launched upon authorization.

Based on the strong survey response received and the building desire for this school over the past five years, Peace Valley anticipates filling its first year K-6 student enrollment and maintaining a waiting list like most Charter schools in the area.

Student Demographics

PVCS anticipates student ethnic demographics to be similar to those of the West Ada/Boise School District, area Charter Schools and Idaho demographics, which report about 75% Caucasian students on average 10% Hispanic with the remaining 15% divided among African American, Asian and other ethnicities.

The number of students needing ELL services has grown in the BSD in recent years, and thus PVCS expects around 5% of enrolled students to require some level of ELL services. PVCS anticipates students with special needs to be around 11%, which is consistent with local District and state statistics. PVCS anticipates the socio-economic demographics to be 28%, a little lower than The Village Charter in Boise which reported 32.3% of their K-12 public school students participate in the National School Lunch Program (NSLP) (See Tab 7 for enrollment details)

Boise School District demographics

<https://www.boiseschools.org/cms/one.aspx?portalId=508306&pageId=1526827>

West Ada School District demographics

<http://westada.org/domain/6088> and <http://westada.org/Page/34856>

Demand

Currently, there are more than 1,800 Waldorf schools and kindergartens in more than 85 countries worldwide (International Forum of Waldorf/Steiner Schools (2016), Appendix P) and 54 Public Waldorf Charter Schools in the USA. These schools exist in large cities and small towns, suburbs and rural enclaves. Most recently, in 2016, Wasatch Charter in Salt Lake City, the first Public Waldorf Charter in Utah, opened its doors to 540 students and is now in its second year with over 1,000 students on its waiting list. The Waldorf philosophy has been very successfully adapted as a public school model and the number of new schools continues to grow nationally every year. There is now research and statistical data to support the public model as well as support nationally from the Alliance for Public Waldorf. The growth the Treasure Valley has experienced the last ten years, especially from California, has increased the demand for this model of education. Many around the country have their children in Waldorf schools and when they consider relocation to Boise, they look for a similar school.

Peace Valley Charter School reflects and represents the values of a growing population of families in the community, many of whom have first-hand experience with Waldorf education from other states or countries and many who are looking for a holistic educational option. The current Board President helped start and worked in a Waldorf-inspired preschool/kindergarten and early Elementary in Peru before returning to Boise in 2016.

Survey results through social media, webpage and open houses have demonstrated a strong demand in the Treasure Valley to offer an elementary and middle school program guided by the Core Principles of Public Waldorf Education and Peace Valley's other key components. (Appendix Q) Peace Valley supporters include a wide variety of families from homeschoolers, those in traditional schools and those in private schools who connect to the various aspects of Peace Valley's vision. Many local families currently home-school or supplement their children's educational experience at home with Waldorf inspired lessons and culture.

Local interest in a Waldorf-based Elementary school has steadily grown in the Treasure Valley over the past ten years. Local families have been celebrating Festivals other related Waldorf-Inspired events together. The Facebook page, *Boise Waldorf Initiative (formerly Dry Creek Initiative)* had 640 followers before the creation of the new, *Peace Valley Charter* Facebook page, created in October 2016, which currently has 566 followers. Peace Valley's website has yielded an additional 130 interested families who are not on Facebook have requested to receive Peace Valley's newsletter and information. Furthermore, in the past 8 months, more than 15 people from outside Idaho nationally and internationally have written with great interest in the school and are considering relocating to Boise because this educational option is available. Many of them currently participate in Waldorf communities and want this educational option to continue for their children.

Since Peace Valley's inception, several events, organized by founding families, have taken place. On November 11, 2016, a traditional Lantern Walk took place at Kathryn Albertson Park with 20 families participating. Many families gathered the week before for a sponsored Craft Day to make the lanterns used for the walk. In 2017, Community Open Houses were held on January 21 and February 18 and April 22 with about 150 different families participating and learning about Peace Valley's mission and vision through hands-on demonstrations, workshops and presentations. On February 25, 2017, Board members participated in the Kids Expo at Expo Idaho and connected with a very diverse population of over 120 families and children. We had a hands-on weaving activity with yarn and sticks. (See photos). On March 21, we hosted *Simplicity Parenting: Using the Extraordinary Power of Less to Raise Calmer, Happier, and More Secure Kids*, facilitated by Carrie Thomas Scott, MA, LCPC Certified Simplicity Parenting Coach, Adjunct Faculty and about 50 area parents attend at the Eagle Senior Center. On May 20th, we celebrated May Faire Family Festival and Fundraiser at Veterans Memorial Park with about 30 families attending. There was traditional Maypole dancing with children and other activities like: cupcake walk, gunny sack race, origami window stars, jump roping, making crowns with flowers and more. Since January 2017, about 338 people have filled out the online planning survey. See Appendix N for a list of those who have expressed a desire to choose Peace Valley Charter School and some of the skills sets offered.

In addition to the list of families interested in enrolling in Peace Valley (Appendix N), about 20 unsolicited emails have been received from teachers, administrators and other education professionals, locally and nationally, who are interested in being a part of Peace Valley. An Education Committee has been formed and includes veteran public school teachers, Waldorf teachers, specialty teachers and a Special Education director.

Administrative Services

The elected Governing Board of Directors will be legally accountable for the operation of the charter school. The Governing Board will employ an Executive Director to oversee the implementation of its mission and vision and supervise staff. The Executive Director may also contract for services related to accounting, legal services, and other contract services that may include transportation, special education, faculty training, and/or other budgeted expenses approved by the Governing Board. Administrative services will be provided by an Idaho State Certified Administrator. The Board will approve a job description and an evaluation plan for this

position. The Administrator will recommend personnel for hiring and will conduct evaluations as well as provide professional development and coaching opportunities for staff. The Administrator will also supervise the Pedagogical Consultant, Student Services Coordinator (Counselor), Nurse and other positions needed as the school enrollment grows. These positions may be hired as part-time employees or contracted to other entities and one individual may hold multiple positions as the school builds enrollment. The Administrator will be responsible for building a strong, positive school culture and climate, and will facilitate this by being present throughout the school, in classrooms, meetings, drop offs, and pick-ups to foster a culture of positive, engaged learning, and serve as a strong advocate for the school's core values.

The Administrator will:

- Oversee curriculum development and implementation and class scheduling
- Monitor and analyze student performance data and prepare reports
- Foster teacher leadership and shared decision making
- Facilitate professional development and teacher evaluations
- Oversee staff/teacher meetings, and instructional planning meetings
- Ensure educational and regulatory compliance at all governmental levels
- Develop and implement discipline policies, in conjunction with staff

Charter School Facilities

While facilities can be a challenge for charter schools in Idaho, PVCS is aware that a successful facility is crucial to school success and student learning. Given that Peace Valley will not have access to school district facilities, securing the best facility will be one of the more challenging pieces of the school's plan. Like many new Charter Schools, Peace Valley will have to start modestly and grow over time.

At its full operating capacity, Peace Valley will require approximately 40,000 square feet of space. Based on its educational model, PVCS will require more than the 850 square elementary school classrooms recommended by the Idaho State School Facility Recommendations. Fully built out, Peace Valley will have:

- 19 learning spaces (classrooms), each approximately 1,000 square feet
- 5,000 square feet for multi-purpose use such as assembly space, library, and indoor play area
- 4,000-5,000 more square feet for specialty classes, labs and workshop areas
- 2,000 square feet administrative space
- 20% additional overall square feet for restrooms and circulation

The three proposed facility options are situated for maximum accessibility and fit within the proposed budget. Peace Valley plans to either lease land and use portable structures or lease an existing building until its enrollment and finances are stabilized to build a permanent facility. There are no plans to build a gym. Students will spend free time outside in a natural play space. Neither are there plans to have a designated cafeteria. Students will eat in their classrooms. A library is not planned for the first years either, but PVCS plans to investigate the collaboration with Public

Libraries and work toward having a dedicated space and materials available. A couple of open spaces that can be used in a variety of ways such as for music class and eurythmy are planned.

PVCS Board has an agreement with Giza Development from Utah that financed and built Wasatch Waldorf Charter and has developed several other Charter schools in Utah as well as an experienced Waldorf Architect Jeff Dickenson, to achieve the school's facility goals. Depending on the option chosen, Giza will purchase land and pay for site development costs. PVCS will lease the facility and land at rate of 9.5% a year for an anticipated five years with the intention of buying the investor at the end of that time. Peace Valley will pay for the transportation, installation and lease of the portables with pre-opening funds. This partnership will allow PVCS to stay within its projected 15% expenditure for facilities and allow the school to steadily grow and eventually purchase the location. In evaluating the following options, Peace Valley carefully considered traffic flow, zoning options, and location in relation to target student market.

Option 1: Lease Portables and then a permanent facility on The Simunich Homestead located at 2521 W Victory and Vista Ave which has been a family farm for over 80 years and is not currently on the market.

This option is a 5 acre parcel that is part of a 60 acre family farm, located just off the freeway at Vista Ave in Boise. It is flat farmland that can easily be used for buildings and for open space. The land was not originally on the market, but the family agent has been working with PVCS on a plan to lease and then build a school on the northeast corner of the property. It is in a residential area with great access from all directions.

The remaining site development costs and portable classrooms will be financed by our investor Developer, Michael Wright of Giza Development and leased back to the school at an annual lease rate of 9.5% of the total project cost, with the intention to purchase the land and buildings in the future.

The land is level and flat, with access along W. Victory approximately 380ft of frontage. Site improvements (development of site plus portable setup/pad preparation) includes the following

- Clearing, Grubbing, Rough Grading Site for portable pads plus parking lots
- Placing paving for student drive through and parking lots
- Installing water, sewer, electric, and fire to portable pads, including routing and connections to portables
- Installing fences around immediate footprint of school

PVCS is negotiating with the land owner to include the following in their lease to PVCS:

- Conditional Use Permit
- Lot Line Adjustments
- Initial clearing of farm vegetation and stripping top layer of organic material unacceptable for use as engineered fill in the site development
- Covering costs for up to 50% of the site utility construction (Electric, Sewer, Water, Storm), including associated tap/impact fees

PVCS has an agreement with the land owner to lease the land for \$60,000 year one and will increase lease payment, equivalent to our enrollment growth, for years two and three for a minimum of three years with the option to purchase in the future. PVCS is negotiating with the

owner to include pre-development improvements in the lease cost such as land line adjustment, conditional use permit and sidewalks. The estimated overall value of the site development is approximately \$206,000. The estimated overall value of portable pad preparation and portable trailer setup is approximately \$150,000. Both items are covered in the Giza Development 9.5% leasing agreement. See Facility Appendix J.

Option 2: Lease land on State and Roe, Lease portables and build permanent facility.

This option is a 4-5 acre parcel that is part of a 60 acre family farm, located near State Street and Roe. It is a previously developed commercial space with many of the utilities stubbed and readily available at the North side of the property. The site development costs and portable classrooms will be financed by our Investor/Developer, Michael Wright of Giza Development and leased back to the school at an annual lease rate of 9.5% of the total project cost, with the intention to purchase the land and buildings in the future. It is centrally located with easy access from all directions. The main entrance would be on the back side of the property furthest from State.

The land is level and flat, with access along Limelight Street. Site improvements (development of site plus portable setup/pad preparation) include the following:

- Demolition of existing structures, clearing, grubbing, rough grading existing site to accommodate new school layout
- Placing paving for student pickup
- Installing fire services for the school facility, installing water, sewer, and electric to portable pads, including routing and connections to portables.
- Installing fences around immediate footprint of school.

The estimated overall value of the site development is approximately \$174,000. The estimated overall value of portable pad preparation and portable trailer setup is approximately \$159,000. Both items are covered in the Giza Development 9.5% leasing agreement.

Option 3: Lease of Eastern Portion of Existing Facility at 3100 Lakeharbor

The Lakeharbor property is in a great location off of State street with a traffic signal and dedicated turn lanes. There is easy access from all directions. This location is within walking distance of the greenbelt and Willow Athletic Complex.

Approximately 14,756 SF of existing office/retail space is available at Lakeharbor near Collister and State Street. Under new ownership by Sawtooth Development/Whiting-Leasure and represented by Thornton-Oliver-Keller, the flexible and available space at this site allows us flexibility in the tenant improvements to construct a K-8 school space with many maintenance services covered by the Landlord under a full-service lease agreement.

Overall tenant improvements for Lakeharbor include the following:

- Demolition of existing space not needed for the classroom spaces, including existing partition walls, flooring, carpet, ceiling tile as required, and areas needed for new restrooms exclusive for the school
- Re-frame/finish walls as required to meet code compliance

- HVAC tie-ins to existing mechanical systems to provide additional space conditioning required for school occupancy
- Tie ins and re-layout of existing lighting and power systems to accommodate school occupancy classrooms (electrical systems appear adequate to support classroom use rooms and the minimal IT/Data requirements needed to support the Waldorf-inspired educational methods)
- Flooring, finishes, door and specialty hardware required to support school occupancy

The 3-year plan includes planned expansions on years 2 and 3 at roughly 1,800 SF / year to accommodate student growth, which this space is readily able to provide.

See Appendix J for the PCSC Facility Options Template with full details of these three options.

Civil Liability and Insurance

Peace Valley will have the same responsibilities as any other public school in matters of civil liability. The Idaho Public Charter School Commission, Idaho State Department of Education, and Boise School District shall have no liability for the acts, omissions, debts or other obligations of Peace Valley Charter School, except as may be provided in an agreement or contract between the authorizer and charter school.

Peace Valley will procure and maintain a policy of general liability insurance and errors and omissions insurance adequate to meet the requirements of state law. Insurance will be provided by insurance companies who have and maintain a rating of "A" according to the A.M. Best Company. A copy of proof of insurance will be provided to the authorizer. Peace Valley shall be responsible for maintaining its own insurance for liability and property loss as required by Idaho State Law. Peace Valley shall hold harmless and indemnify the authorizer against any claim, action, loss, damage, injury liability, cost or expense of any kind or nature, including, but not limited to, attorney's fees and court costs, arising out of the operation of Peace Valley and/or arising out of the acts or omissions of the agents, employees, invitees or contractors of Peace Valley.

Tab 3 – Educational Program and School Goals

When approached by the news media and asked the question, "What did Waldorf Education do for you?," Norwegian Prime Minister Jens Stoltenberg replied, "It encouraged me to always strive to become a better human being."

An Educated Person

Today's students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world, in which they can expect to have several careers across a lifetime. Those who invent, rather than follow convention, increasingly shape the 21st century. Peace Valley's educational approach is ideally suited to this emerging world. Peace Valley's goal is to engage young minds in the wonder of learning. Peace Valley students not only learn the core curriculum, but their curiosity and creativity are unleashed as they develop confidence in their own unique abilities. We live in a time of rapid change. What is innovative today will be obsolete tomorrow. Peace Valley will work to prepare students for a world that does not yet exist, but in which they will be able to adapt and thrive.

"Our highest endeavor must be to develop free human beings, who are able of themselves to impart purpose and direction to their lives." If this goal, here articulated by Rudolf Steiner, is to be realized— if children are to be motivated of themselves to engage in the world as teenagers and young adults, then they must have both the tools for success and a sense of purpose and efficacy to counteract the apathy and cynicism so rampant today.

No matter how Peace Valley grows and develops, it has Core Principles and values that are immutable. Chief among them is the abiding respect for each child that comes into our community and the belief that the school's job, in partnership with parents, is to help students become fully and confidently able to master every skill they turn their hand to and to take up any challenge the world presents them with.

By the time their experience with Peace Valley ends, students are well prepared to go into the next phase of their journey, having built a powerful academic foundation and the confidence to go with it. How to recognize a Peace Valley graduate? Look for individuals whose thoughtful intelligence, creativity, originality and compassion make them leaders in any environment. Peace Valley graduates will be people who cultivate peace, foster communication, and encourage tolerance. They are engaged in the advancement of the arts, the sciences, and the well-being of the planet. They are a powerful force for good, because they are confident in meeting the world with passion and vision. They have learned not only to ask "why?" but also to ask, "why not?"

Recent research supports Peace Valley's concept of an educated person. A recent study conducted by the Stanford Center for Opportunity Policy in Education highlights the effectiveness of many important areas that are harder to test,

Interviews with graduates reveal that their K–8 experiences support their continued growth and learning orientation through high school and college. In particular, graduates report they approached their

continued education with the assumption that their voices were worth hearing and sharing, be it with peers or their classroom teachers, even if they were taking a minority or unorthodox position. Driven to pursue personally relevant educational interests, for the purpose of self-improvement and curiosity, they did not fear failure but understood it to be a part of the learning process. Profoundly, many students commented on the social responsibility they felt to engage the world in a meaningful way that makes the world a better place.

Growing a Waldorf-Inspired Approach in a Public School District, by Diane Friedlaender, Kyle Beckham, Xinhua Zheng, and Linda Darling-Hammond

Peace Valley believes in a new kind of thinker—one who meets the world with curiosity and interest, who sees possibility where others see limits, and who solves problems with empathy and creativity. Progress calls for new ideas, fresh perspectives and an abundance of imagination. Peace Valley Charter School aims to build the character and creative intellect of tomorrow's leaders.

How learning best occurs

At the core of Peace Valley's educational program is the conviction that education is an art as well as a science. Each child is regarded as an integrated being whose physical, emotional, and intellectual capacities will grow and thrive in response to guided cultivation. Academic studies are therefore enlivened and balanced with artistic and social activities. Each lesson meets the students' need for doing, feeling, and thinking. Music, movement, visual and performing arts, practical and expeditionary activities are all integral to the curriculum. The sequence, timing, and presentation of the curriculum are designed to be developmentally appropriate as well as therapeutic for students who are facing the challenges of modern childhood.

Instruction is organized using a schedule which includes Main Lesson, Practice Periods, and Specialty Subjects. The breadth of Specialty Classes, combined with the depth of Main Lesson and the reinforcement of Practice Periods, creates a rich and remarkably effective curriculum. The founders of Peace Valley believe that a Waldorf-based program has distinctive features that create an environment where learning best occurs.

The research cited in Tab 1 and in Appendix 0, research like *Why Waldorf Works: From a Neuroscientific Perspective* demonstrates that long standing philosophies and methods started by Rudolph Steiner are as relevant today as when he began them.

Educational Program and Goals Overview

The heart of the Waldorf method is that education is an art—it must speak to the child's experience. To educate the whole child, his heart and his will must be reached, as well as the mind.

Rudolph Steiner

Specially Tailored Curriculum

Peace Valley will integrate a traditional Waldorf curriculum with the Idaho Content Standards. Waldorf curriculum is designed to develop critical, intellectual personal, emotional, and social skills. As the Idaho Standards state, the primary areas of focus are teaching students these same kinds of skills. Upon authorization, Peace Valley's Education Committee will build upon the work done by the Alliance and other successful public schools to which the Common Core Standards are aligned, to help prepare its students for success now and in the future.

(<http://www.journeyschool.net/21st-century-learning-aligning-waldorf-the-common-core>) The committee will create a scope and sequence tailored for Idaho specific Content Standards before the school opens. This will provide teachers with a roadmap for each grade. More details can be found in Appendix M.

Teacher Engagement

Peace Valley sees the teacher as the key text and source from which students learn. The role of the teacher is more than just dispensing information or following a pre-determined set of lessons; rather the teacher is an artist, a professional, and a mentor. In the tradition of Waldorf education, teachers at Peace Valley are encouraged to create lessons that are alive and tailored to the needs of the students in their classrooms; technology is not used as a replacement for live instruction. Learning occurs best when students are part of a positive and cooperative environment and feel they belong.

Development of Lessons

Peace Valley teachers are not given one set text from which to teach, but are encouraged to draw upon various well-researched and proven methods to craft their instruction. Peace Valley ensures the availability of and access to a variety of well-established and interactive curriculum resources for core subjects through training programs. In addition, materials on teaching in the Waldorf method and authoritative sources on the various subject matters are available in a shared teacher library. Ample time is provided to classroom teachers for lesson preparation using time when students are being instructed by specialty teachers. In addition, all teachers attend annual workshops designed to immerse themselves in the content areas to be taught in the coming year and facilitate the development of lesson plans. Those teachers who are working on Waldorf certification will participate in monthly webinars with trained mentors that will greatly assist in regular lesson development.

Excellence in Teaching

Within a safe and encouraging learning environment, teachers set high yet attainable standards for their students. They work to learn each student's strengths and areas that need improvement, which will allow the educator and student to work together to create learning experiences that benefit and best support educational and developmental goals. Teachers are encouraged to use differentiated instruction that caters to varied strengths/intelligences and promotes the use of authentic assessment. In this way, teachers at Peace Valley create a learning environment in which all students can advance and succeed. Differentiated instruction can be approached through tiered learning experiences that integrate the arts, physical activity, connection with the environment, and practical work. The differentiation of tasks allows each student to approach content material at his/her own ability level utilizing personal strengths. In addition, the use of

authentic assessment allows students to utilize his/her own strengths to succeed in the creation of a product that represents their growth and knowledge of a subject.

Teacher Looping

Cohorts of students move through multiple grades together with the same class teacher in a process called 'looping'. The class teacher, while not the only teacher with whom the group has contact, is the adult who acts as class guardian. The resulting connection between student and teacher acts as a guarantor for student well-being, while placing an emphasis on relationships as a means for learning. Renowned educational researchers have cited specific advantages to the looping model, including the following:

- Instructional time is maximized
- Teachers increase their knowledge about a child's intellectual strengths and weaknesses in a way that is impossible to achieve in a single year
- It builds an emotional and intellectual climate that encourages complex thinking, risk-taking, and involvement
- Standardized test scores show significant growth in students' core academic subjects

According to researchers, "the most important variable in a positive elementary school program is the constant attention of a single teacher/caregiver with whom a child can develop a predictable and meaningful relationship" (Grant and Johnson). Looping saves an average of 6 weeks instructional time at the beginning of each year. Classroom community is developed as students form strong bonds with their peers and teacher. Looping also allows for greater partnerships with parents, and encourages a sense of community to be developed between parents, children, and teachers. Relationships deepen as the teacher remains with the same class each year, allowing teachers to grow with, and come to more deeply understand, their students and provide students the opportunity to develop loving, connected, and meaningful relationships. The strong teacher-parent bond also helps all involved work through problems instead of handing them off to a different teacher the following year. At the end of each school year a multilevel discussion will take place to decide the best method of looping for the next year, given the variables that arise within the faculty.

Rhythms in Learning

The Waldorf-inspired approach sees consistency as a vital element of learning. During the school day, the rhythm of learning ebbs and flows. There is a balance of experience between concentration and relaxation, mental and practical work, movement and stillness, listening and participation, observing and doing. Such rhythm sparks interest, maintains attention, and supports children physiologically. Rhythms extend beyond the classroom walls on multiple levels. For instance, the school's master schedule of classes is set so students engage in most of their intellectual work in the early hours of the school day, when their brains are particularly alert. Another example of school wide rhythm is the celebration of the seasonal festivals, which provides a natural sense of continuity and connection. Parent-partners are supported in their efforts to establish clear and predictable patterns on the home front as well (bedtime rituals, sharing family stories, reading, chores, meals, etc.).

The Role of the Arts

I think that it is not exaggerated to say that no other educational system in the world gives such a central role to the arts as the Waldorf School Movement. There is not a subject taught that does not have an artistic aspect. Even mathematics is presented in an artistic fashion and related via dance, movement or drawing to the child as a whole. Steiner's system of education is built on the premise that art is an integral part of human endeavors. He gives it back its true role. Anything that can be done to further his revolutionary educational ideals will be of the greatest importance.

Konrad Oberhuber
Curator of Drawings, Fogg Art Museum,
Professor of Fine Arts, Harvard University

The arts are integrated throughout the school curriculum for several reasons. The visual and performing arts develop the aesthetic sense and support the students' emotional lives. For this reason, study of the arts is central to the program. Secondly, artistic activities such as painting, drawing, drama, singing, and instrumental music are combined with core academics to enrich and enliven learning. The arts stimulate the various intelligences in each student. Art projects are thematically linked to academic work. For example, fractions may be demonstrated through experiencing musical whole, half and quarter notes. Research has proven that students who study the arts consistently perform better in academic pursuits. Recent scientific studies show that music enriches a person's thinking capacities and overall well-being. In one study, researchers increased students' music lessons from one to five a week while cutting back on math and language studies. After three years, these students were as good at math as those who had stayed in the standard curriculum, and even better at languages. Researchers also found the music students to be more cooperative with one another. A recently published report on Neuroeducation calls for the use of music and the arts, not as a means of enrichment, but as a means of building cortical circuits critical for success in writing, reading and mathematics (Hardiman, Magsamen, McKhann, & Eilber, 2009).

Learning from Whole-to-Parts

The learning process is integrated and holistic so material is comprehensible and connected across disciplines. Learning typically starts with concrete and familiar examples and moves from there into more abstract concepts. Ideas are presented within the broader context first and then broken down into smaller pieces. This practice is particularly evident in the presentation of Main Lesson.

Teaching through the Oral Tradition of Storytelling

Another key feature of Peace Valley's learning program is storytelling. During Main Lesson teachers deliver core material in the form of compelling stories, drawn from material which they have learned by heart, and spoken in their own words. The subject matter of these stories ranges from fairy tale and fable in the youngest grades to biography of famous men and women, or

accounts of discoveries or significant historical events in the higher grades. Classic literature and expository texts are also read at appropriate times after Main Lesson. Teachers make special efforts to use vivid language and imagery to spark the students' curiosity, hold their attention, and model high standards for speech. Through storytelling and the accompanying chalkboard drawings, students become enthusiastic participants in the learning process.

Preservation of Childhood

To ensure optimal learning, the school prioritizes the preservation of childhood. Premature intellectual demands are avoided and skills are introduced at appropriate ages, fostering a cooperative non-competitive environment. Preservation of childhood also calls for the healthy development of the imagination through creative play, nature-based activities, appropriate autonomy and a wholesome environment.

Imagination at Work

As advocates for childhood, Peace Valley works to establish a culture free from consumer-oriented messages and commercial images. Today's children are immersed in an electronic environment. According to a recent study by the Kaiser Family Foundation, by the time the average child reaches 7th grade he spends more time with media than with parents, physical activity, homework, and chores combined. Over-exposure to electronic media hampers the development of the child's imagination, memory, and overall well-being. Research indicates children use less mental effort when processing information from electronic media than they do from print. The concern is that children who are exposed to heavy doses of electronic media may never learn to process information in a complex way that facilitates creative achievement.

Connection to Natural World and Environment

A significant part of Peace Valley's curriculum is delivered through observation-based science studies, gardening, outdoor classrooms, and activities.

Foreign Language Immersion

Language is best taught at an early age and immersion allows for easier language acquisition for students. Students begin in the first grade with an immersion method that includes songs, games and other relevant methods that make learning joyful and profound.

Educational Program

I believe that Waldorf Education possesses unique educational features that have considerable potential for improving public education in America. Waldorf schools provide a program that not only fosters conventional forms of academic achievement, but also puts a premium on the development of imagination and the refinement of the sensibilities.

Elliot Eisner, Ph.D., Professor of Education and Art, Stanford University; Past President, American Educational Research Association; Author, Curriculum and Cognition: Educating Artistic Vision

Peace Valley offers an educational program that is not found anywhere else in the Treasure Valley. In opening a public charter school guided by the Core Principles of Public Waldorf Education, Peace Valley is building on nearly 100 years of educational innovation and success. By using an established, researched and proven methodology and curriculum, Peace Valley can ensure that its practices will lead to strong educational outcomes. There is a well-established and growing body of research substantiating Waldorf curriculum practices and demonstrating how this holistic, balanced approach to education can be incorporated into Idaho Content Standards.

Using the guiding principles and methodologies of Public Waldorf Education and the educational paradigm of eco-literacy, Peace Valley Charter School will provide an education that ignites the imagination, engages the heart, develops the mind and opens the world for each student to find their unique place within it. The school will support the growth of each child into a confident, creative, self-directed person with a sense of social responsibility, compassion, integrity and a respect for all life.

There is a growing body of evidence that shows student involvement in the arts can make a significant difference in improving academic achievement and students' motivation and engagement in learning. See Appendix P for reference citations.

Description of Curriculum

Using a Waldorf approach to teach the Idaho Content Standards, Peace Valley's curriculum is designed to ensure adequate and appropriate preparation for life. It ensures that students meet the state objectives of being prepared for college and the workplace (as defined by core standards), but it also adds to the richness of these academic objectives by providing experiences which further students' human development. Follow this link to Waldorf Curriculum Overview <http://www.beaconmama.com/WaldorfTable.pdf> for a more complete understanding of the curriculum's depth and breadth. An example of Peace Valley's plan for an integrated curriculum scope and sequence is in Appendix M.

Developmental Model

Waldorf curriculum is based on a developmental model where the subject matter taught aligns with the developmental stage. Peace Valley curriculum is harmonized with the traditional presentation of subjects and themes in Waldorf schools. Presentation of subjects is related to the age and stage of the children. Slow beginnings are honored, and each student is encouraged to learn and blossom at her own pace. Homework and additional projects are limited and always connected to deepening learning and supporting the child.

Global and Cultural Scope

The Waldorf curriculum is an ascending spiral with new information and competencies building upon those introduced in earlier years. Much of the language arts and history instruction can be found in the study of stories: tales, fables, myths, cultural practices and history that is drawn from the global sphere and then presented creatively as the students explore the world through the ideas, traditions and stories of ancient and modern cultures. History, language arts, science, math, and history are taught in main lesson blocks of three to five weeks during the morning main

lesson hours and then reinforced and integrated through specialty classes in the afternoons. Topics covered in main lessons include:

Primary Grades 1-3

Pictorial introduction to the alphabet, writing, reading, spelling, poetry, and drama. Folk and fairy tales, fables, legends, ancient Hebrew stories. Numbers, basic mathematical processes of addition, subtraction, multiplication, and division. Nature stories, model house building, and gardening.

Middle Grades 4-6:

Writing, reading, spelling, grammar, poetry, and drama. Norse myths, local and regional history and stories of ancient civilizations. Review of the four mathematical processes, fractions, percentages, and geometry. Local and world geography. Comparative zoology, botany, and elementary physics.

Upper Grades 7-8

Creative writing, reading, spelling, grammar, poetry, and drama. Medieval history, Renaissance, world exploration, US history, and biography. Mathematics, geography, physics, chemistry, astronomy, and physiology.

Daily Schedule

Peace Valley will emphasize a rhythm throughout the school day. Not only will the curriculum be balanced, but the school day will be balanced as well. Instruction is organized using a schedule, which includes Main Lesson, Practice Periods, and Specialty Subjects. This predictable schedule and flow of activities creates a rhythm within each day, a breathing quality to the sequence and scope of activities and a predictable, sustaining force to the students. It also eliminates the fragmentation that is common in most school days and allows the child to become fully absorbed in a subject day after day. The main lesson has been a defining characteristic of Waldorf education since its inception, and has been found to improve student performance and coherence of the curriculum even in situations with high student transience. Peace Valley is considering a modified early release one day a week, possibly Wednesdays to allow the Faculty Council to meet for regular planning, support and professional development.

Greeting & Circle Time

Students are greeted by teachers at the door. Handshakes, eye contact, and the chance to recognize and perceive the emotional state of each child at the commencement of each day provide a connection between student and teacher and a means from which to begin individuating the day's activities. Once welcomed into the classroom, students will join in an opening activity. In the lower grades, this is often described as "circle time" and involves the recitation of poetry, singing of songs, movement and rhythmic activities that engage the body, teach coordination, and introduce mathematical facts and concepts. In upper grades, this continues to involve recitation and some movement, but songs and math facts may transition to more complex speech activities and mental math problems often taking a shorter amount of time and not performed in a "circle."

Main Lesson

Main Lesson is typically a 2-hour block of time in which new information is presented to students each morning. This means that new, academic information is always presented in the mornings, when children's brains are awake and receptive. Additionally, rather than jumping from subject to subject in small, fragmented chunks of time, main lessons allow for depth and exploration of subject matter through various methodologies. For example, integrated into a 4th Grade main lesson focused on Norse mythology, teachers may include activities that involve identifying parts of speech, writing, art, comparing and contrasting, movement, and mathematics. Later, the 4th Grade main lesson may be focused on fractions, but in learning fractions students may engage in writing and drawing and baking dish which may then be divided into fractions, in addition to traditional math "practice problems." In this way, the curriculum invites students to practice a variety of skills and develop many capacities in an imaginative and more applied context.

During Main Lesson, there are three distinct stages of learning:

- **Stage One** generally takes place over one day. The teacher guides students through specific learning activities from whole-to-part. The children experience this with minimal abstraction so they can absorb the new information deeply. For example, at the beginning of a 6th Grade geometry lesson students might observe and then draw natural phenomena such as flowers. As they discover the innate patterns, geometrical concepts emerge. This method contrasts with teaching that is too abstract or isolated from context, which can then become discouraging and indigestible.
- **Stage Two** usually occurs the next day. After literally "sleeping-on" the previous day's content, the children summarize it in their own words with minimal but conscious input from the teacher. In *Classroom Instruction that Works*, Dr. Robert Marzano established that summarization and effective questioning boost student achievement more than nearly any other known teaching strategies. Research in cognitive psychology has found that long-term memory is greatly improved if students process material in a deep and meaningful way. Self-generated elaboration (as happens when a child retells or summarizes information) leads to better recall than mere study of material, as it establishes a long-term memory trace. In this way, the content becomes "owned" and "reconstructed" in new ways by the students. Retelling during Stage Two is consistently more vivid and integrated. The literal process of sleep is an essential part of learning. Research corroborates that the brain processes sensory information in significant ways during phases of deep sleep (Sleep, Learning, and Memory).
- **Stage Three** may take place over ensuing weeks and leads further towards the development of analytical thinking capacities. In this third stage, there is emphasis on promoting deep understanding at the conceptual level using critical thinking strategies. In the example above, the 6th Grade geometry students have now worked with complex theorems and can solve challenging math problems since their learning has been appropriately structured. Teachers work hard to present information from whole to parts in thoughtful, thorough ways. They understand if teaching is too detached, unstructured or chaotic, students will not engage, which could lead to boredom, frustration, and underachievement. It is expected that the main lesson block will regularly include movement based activities, and often some time spent outdoors in activities that relate to the content of the subject being studied and are directly supervised by the teacher.

Practice Period

Practice periods provide an opportunity for students to reinforce and deepen skills in mathematics and other subjects on a consistent basis. These practice periods allow them, particularly in the upper-grades, to regularly apply and utilize the math facts and practice operations that have been previously taught in main lesson blocks. Usually, students will have 3 math practice periods and one language arts practice period a week; however, this ratio may be adjusted based on teacher's on-going formative assessment and determination of students' needs.

Teaching Art

In addition to the artistic component that accompanies most main lessons, the class teachers at Peace Valley will also provide weekly artistic classes for their students. These weekly classes are closely connected to the curriculum (in that the subject matter of a particular block is in some way connected to the artistic lesson) and afford an opportunity for the class teacher to deepen the student's understanding and experience of the subject matter as well as to teach the student artistic skills in modeling, painting and drawing.

Drawing

Class teachers at Peace Valley guide their students step by step in artistic drawing classes to instruct them in basic drawing techniques. The artistic medium used in each grade is chosen for a pedagogical reason. From Early Childhood through Grade 2, block and stick beeswax crayons are used to facilitate ease of motion and avoid conventional line drawing techniques. In third grade, colored pencils are provided for drawing and writing when more precision is required. Later, in Grades 6 to 8, other artistic materials are introduced, such as pastel, oil pastel, charcoal, and pen and ink.

These drawing lessons, for all the grades, help to enhance the quality and understanding of main lesson book-work, as well as to broaden the student's artistic abilities. From simple colorful representations, the students go on to black and white sketching techniques, perspective drawing and portraiture in the upper grades.

Form Drawing

Form drawing, the freehand drawing of geometric shapes, is a subject taught in Waldorf-inspired schools that is not offered in most other schools. The forms the children draw each year are chosen to resonate with the developmental challenges they typically experience that year and with the academic subjects they study in each grade. In fourth grade, for instance, the children work with fractions and so draw geometric forms that express fractions in visual shapes. Students also draw forms that relate to the cultures they are studying. In fifth grade, elaborate designs are derived from ancient Greece and Egypt as they study those cultures. Form drawing aims to develop specific qualities in students:

- **Concentration:** The children draw slowly and with care, trying to make each shape as well done as possible. Even "simple" forms require focus.
- **Hand-Eye Coordination:** Drawings are usually modeled from an example the teacher draws on the board, which requires the child to repeatedly look up at the example and back down to his or her own work.

- Handwriting: Children draw flowing shapes that are reminiscent of numbers, letters, and beautiful cursive handwriting.
- Spatial Intelligence: Form drawing requires students to distinguish between left and right, or top and bottom. This develops spatial intelligence, organization, and an understanding of how individual parts relate to the whole.

First graders begin with forms based on straight lines and curves, but soon graduate to ‘running’ forms (one simple motif repeated across an entire line). This supports the development of cursive handwriting. The teacher, having told a tale which gives rise to a particular form (the crenellation of the top of a castle, say, or a set of waves represented by running cursive c’s) allows the children to practice the form through large body movements, mapping it out on the blacktop, drawing it in the air or on the floor, and then helps them bring it to the pages of their workbooks as they refine their small-motor skills.

In the older grades, the class teacher introduces forms that are symmetrical around an imaginary vertical or horizontal line, or both, and forms that metamorphose in sequence. In Grades 4 and 5, students replicate braided knot and free hand geometric forms; in Grades 6 to 8, they draw complex geometric forms using compasses, straightedges, rulers, and protractors.

Specialty Classes

In addition to the broad arts-infused academic curriculum, Peace Valley offers a variety of specialty classes taught by teachers with a focus on a particular subject. Some classes are taught throughout all grades and others are introduced in the upper grades, as appropriate. These classes further integrate and reinforce the core content and subjects studied during main lessons.

Practical Arts (Handwork/Woodworking)

Handwork

In handwork classes, children work with natural materials to transform them into something beautiful and useful. The handwork curriculum unfolds in such a way as to meet the developmental needs of the growing child and in a way that complements the main lesson studies.

In first grade, the children begin the handwork curriculum by making their own knitting needles. They learn to knit and create items based on square or rectangular shapes. In second grade, the children learn the purl stitch, and learn to increase and decrease stitches. This enables them to work on more complicated projects such as knitting animals. These activities develop concentration and encourage dexterity and fine-motor skills.

In third grade, the children learn to crochet and create useful items, first based on squares, (pencil bags, belts and purses), and then moving on to more complex patterns such as hats. These include the first projects to be worn. Crocheting emphasizes work with the dominant hand.

From fourth grade on handwork moves through a progression of skills: cross-stitch and needlepoint, with an emphasis on the creation of patterns, sock-making (knitting with five needles), sewing projects that require hand-stitching, the use of a gusset, and of a sewing pattern, wet felting, bookbinding, hand-sewn dolls, and simple machine-sewn juggling balls.

In eighth grade, handwork projects have included marionette making, doll making, and machine sewing of simple clothing such as pajama pants. The use of the sewing machine offers an opportunity for students to observe how a machine works and to experience directly the impact of machines on the craft of sewing.

Woodworking

The appreciation for wood as an artistic and functional medium begins early, and this impulse is carried upward through the grades. First graders make their own wooden knitting needles by sanding wooden dowels and applying a finish. In third grade, a building project using wood or other natural materials often results in a structure that the whole school can use and enjoy. Sixth graders begin the process of shaping a block of mahogany into a top. They learn about the properties of the wood, care and use of hand tools such as chisels, and techniques for shaping, smoothing and finishing their top. Sometimes in the same year, the sixth graders move on to making a wooden spoon from blocks of mahogany, sycamore or basswood. The students' own design for the spoon is sketched on the block of wood, an exercise that strengthens their ability to visualize forms in three dimensions. Then, gradually as the excess wood is removed with chisels, mallets, files, rasps and other hand tools, the form of the spoon takes shape. It is smoothed with sandpaper and a beeswax or mineral oil finish is applied.

In Grade 7, students take on more complex projects (such as a model boat) that may require learning to work from written plans or shop drawing. In Grade 8, as the students enter the modern age in their studies, they are introduced to the use of modern woodworking machinery and the techniques of joinery. A typical project is a three-legged stool, which requires the use of the lathe, band saw, router, and drill press.

Foreign Language

Spanish as a second language begins in Kindergarten and a second foreign language such as French or Latin will be considered for the upper grades. Spanish Immersion Kindergarten will be offered with an integrated language approach through the grades.

Grades 1-3

Because language is best taught through immersion, the Spanish teacher interacts with the children only in Spanish, using songs, verses, stories, circle games, folk dances, and cooking or other cultural activities. Classes have two Spanish periods each week and students learn to identify parts of the body, objects in the classroom or the home, colors, animals, weather, numbers, etc., and to engage in simple greetings, responses and dialogues. All instruction is completely oral and learning is achieved through imitation and repetition. The third graders also make their first simple Spanish reader.

Grades 4 and 5

Here the focus shifts to include reading and writing, still entirely through immersion. The children read aloud to strengthen good pronunciation, rhythm and fluency. At the same time, the teacher introduces parts of speech, grammar and spelling as the children write their own sentences in much the same process they followed when learning to write in English. The content of the texts and lessons reflects and enhances each grade's main lesson curriculum.

Grades 6 and 7

Longer and more complex oral stories are introduced, as well as basic readers. Question and answer exercises naturally follow both stories and reader, designed to gauge comprehension and stimulate speaking. Students continue to read and recite stories and poetry in groups and then individually in order to refine speech patterns; they practice dialogues, engage in rapid-fire question and answer, and regularly perform drill exercises in grammar and syntax.

Grade 8

In the eighth grade, a new focus on concentrated thought and diligence goes hand in hand with the mastery of grammar. The students make notebooks that are divided into vocabulary, grammar and writing sections, the latter replete with essays and illustrations drawn from studies of Latin American history, culture and biography, a kind of “personal text book” for future reference. The class reader is now approaching the complexity of a simple chapter book.

Music

Many teachers have discovered that music can also be a powerful means of integrating other aspects of the curriculum. By tapping into the experiential and expressive aspects of music, teachers can add a distinctive dimension to instruction in other subjects. This insight has been used to develop interesting and productive pedagogical models like the Waldorf schools in Europe and the United States. In the Waldorf schools, for example, the goal is the education of the whole human being by paying attention to the needs of the human spirit. The arts particularly are used as part of a theory of human development that helps children find nonverbal modes of expression and understanding.

From *Growing Up Complete: The Imperative for Music Education, The Report of the National Commission on Music Education, March 1991*

Singing

Early Childhood: Kindergarten students at Peace Valley will frequently hear and join in with singing in a treble register, as teachers sing songs during circle time, and to accompany various daily activities. Singing as a regular part of class activities, and to signal transitions, will continue through third grade, and from fourth grade on, will be given designated time in the curriculum through junior and senior choirs, in which all children will participate. Additionally, each class will continue to sing regularly with their class or homeroom teacher. In junior choir, rounds and two-part singing will cultivate the strength of alto and soprano voices. In senior choir, a bass or tenor section is possible, as many of the children’s voices have deepened. Both choirs will be accompanied by piano, and work from octavo music, strengthening sight-reading skills as well as a continuing familiarity with solfeggio.

Instruments

In first grade, the children are introduced to wooden flutes or recorders. All musical instruction is oral, with the children learning by imitation. Teachers may conduct students in flute-playing by using a series of pitch-based hand-signals or solfeggio. New songs are taught first through singing, then playing on the flute. All vocal and flute music is treble, unison, and with simple beat (no syncopation). Small percussion instruments may at times be used for accompaniment.

In grade three, students are taught simple rounds, to be sung and played on their flutes. Beginning music notation is introduced, addressing note value, and the notes of the treble clef.

In grade four, twice-weekly violin or ukulele lessons begin, in which the children are taught correct posture and bowing position, as well as basic scales. Using a beginning-level book, the students learn to sight-read and play simple pieces, as they learn to recognize key signatures, rest notation, etc. Students may have the option of taking cello or viola instead of violin. Other accommodations are made for children with physical challenges which preclude the holding of a traditional stringed instrument; for example, a lap-held kantala or lyre, or percussion instrument may be played. Strings class will continue for all students through eighth grade, culminating in a school orchestra for grades 7 and 8, by which time all students will proficiently read musical notation for their respective instruments. Incoming students with no previous exposure to orchestral instruments will be accommodated by appropriate extra instruction in strings, or the selection of a simpler orchestral instrument. Regular flute or recorder work continues to be a regular part of the curriculum across the grades, with new voices (descant, alto, tenor and bass) being added over time. By seventh and eighth grade, each class can perform as a recorder ensemble, using the regular sight reading of new pieces as a means to deepen the abilities of seasoned players, and cultivate proficiency in newer class members.

Eurythmy

A dance-like movement art, eurythmy may be the most distinctive course offered in Waldorf-inspired schools. The word “eurythmy” stems from Greek roots meaning beautiful or harmonious rhythm. Eurythmy choreography and gestures seek to visibly express music and language, through the movement of bodies on the dance floor. Classes for Grades 1 to 8 have significant portions of piano accompaniment to their eurythmy. Moving to music develops a sense of rhythm and musical timing; awareness of pitch, melody and harmony; and familiarity with scales and intervals, all of which have specific codified gestures or choreography in eurythmy.

As a somatic art, eurythmy supports a child's development of balance, ease of movement, uprightness and dexterity. It also supports many aspects of the development of language arts, dramatic arts and music across the grades. From kindergarten through Grade 8, each class is carefully crafted to meet the needs of the developing child, and to co-ordinate with the content of their main lessons and other studies.

Through its interweaving forms and increasingly complex choreographies, eurythmy is a potent tool in the development of every class, every school's social fabric. A group practicing eurythmy hones a sense of precision in its movement together, allowing for a heightened perception of interconnectedness. Eurythmy is usually taught by a specialist who has been specifically trained

in eurythmy, typically for at least four years. In addition to pedagogical eurythmy, there are also therapeutic and performance oriented forms of the art.

Physical Education and Movement

Peace Valley's movement curriculum is designed to meet the growing developmental needs of children from kindergarten to eighth grade. At all ages, specific skills are taught which aid the children in developing balance, coordination, strength and dexterity, whether the exercise is one which challenges each child individually or as a member of a team. From simple games to team sports, the children are taught to play with each other before playing against each other. They are taught how to play safely, and are exposed to a full range of movement modalities, so that they become confident, graceful, and capable. Knowing their bodies, they know themselves, and thereby enter a healthier relationship with the world and its requirements.

In the early years, kindergarten teachers introduce movement through imitation of daily activities, circle games, singing, string games, and imaginative play. Movement in kindergartens fosters the development of social and communication skills as well as laying the groundwork for cognition.

From grades 1 to 4, physical education is taught through various games to help develop an enhanced awareness of personal space with clearly defined boundaries. Physical activities are emphasized through games using imagery, story, rhythm, and imitation. Specific skills, such as ball skills, juggling, running and gymnastics are introduced and built up through the grades, as are four square and games that involve the net. In the fifth grade, there is a focus on beauty, grace, and style, as well as strength and endurance. The experience culminates in participation in the Pentathlon, where each child strives to perform the five Olympic disciplines with beauty, grace and the correct form, to accomplish their best in each event. Spatial Dynamics™ exercises which enhance posture and strengthen students' spatial awareness also begin in fifth grade, as does instruction in circus arts.

Each child learns several circus skills such as tight wire walking, stilt walking, juggling, poi, unicycling, etc., and participates in putting together a performance which is shared with the entire school community. In grades 6, 7 and 8, more conventional sports are introduced into the movement curriculum. Now the student can have real respect for the law of rules and understand how a team works together. At the same time the child is developing self-discipline and a competitive nature and will aspire to exactness, technique, and timing as he or she becomes more aware of the world.

During these years, the students are trained in archery, javelin, discus, and shot put. They participate in a track and orienteering meets and receive instruction and team experience in lacrosse, basketball, and soccer.

Biodynamic Sustainable Garden Program

Students have the opportunity to learn many basic skills that are rapidly becoming lost in today's industrialized society. Peace Valley's sustainable biodynamic garden is a working, living project that promotes environmental stewardship and allows students to grow their own organic food while exploring nature through inquiry based learning and engaging in hands-on experiences. Students work the soil, build compost, plant, harvest, and prepare food. Repeating this work over

years provides insight into the rhythm of nature and seasons to gain a deeper awareness of the natural world.

- Students connect with cultural rituals that have provided sustenance for humans across the ages:
- Compost materials from the garden and school's usage
- Utilize rain water and optimal sun position to maintain school garden
- Celebrate our harvest and share our skills with the community
- Learn cooking and preservation skills with our bounty
- Plant and grow food for farm to lunch school program and for the local farmer's market

Program Growth – Community Outreach

Peace Valley has a larger vision which includes several growing gardens as well as a greenhouse that will one day provide a sustainable garden to school-lunch program for students and even beyond.

- Offer community garden workshops, cooking classes, and healthy lifestyle classes to the community.
- Offer a community garden food program for those in need to receive free bounty.
- Offer our space to the community to learn and grow using our resources.
- Offer a meals scholarship program for food delivery for healthy, free meals to those in need.
- Offer Summer Garden Camp program to community families.

Speech and Drama

A visiting speech specialist works with students on the qualities of the spoken word to enliven children in the use of speech. Drama is a component part of the annual class plays in each grade, and is taught as a special class for older students, often in conjunction with speech and /or eurythmy.

Technology and Ethics

This subject begins in 6th Grade as students begin to use technology in the classroom for more than state testing. This is a specific curriculum that has been developed for use in schools and helps students to consider their use of online resources, social media and other current issues in the digital age.

Outdoor Adventures

Peace Valley plans to provide monthly opportunities for students in the upper grades to connect their learning to nature through trips off campus. These may include traveling to observe caves or mineral deposits studied in 6th Grade, learning about the muscular and respiratory systems and their function during anatomy or physiology and then making observations and comparisons of the two during a hiking or biking outing, or studying references to nature in renaissance writing while in the foothills. A naturalist will regularly come to classrooms to teach hands-on lessons about nature and the environment. The lesson will be followed up on a different day with a full-day hike

and outdoor activities in the Treasure Valley. Other optional outdoor education field trips and assemblies will also take place throughout the year.

Student Support

Student support serves as the basis for defining agreed upon behaviors in the school community, resolving conflicts, teaching a social and emotional health curriculum, and facilitating a strong school community.

Among the challenges that face us today, isolation and disorientation are experiences that stand out in terms of the emotional distress in childhood and teen years that can color the rest of our lives. Yet when a child is subtly excluded from his/her class community or feels disoriented and behaves badly, the reflection both the class and the students hold of each other, and the relationship with the teacher can be strongly affected. Exclusion, emotional, learning and behavioral problems carry the possibility for distress and the feeling of being stigmatized, but if resolved in an insightful and warm way it brings the opportunity to experience dynamic human encounters through which the essential individuality of the child and teen grows.

From Sustainability Center, Kim John Payne

“At the core of this approach is the belief that...There is no such thing as an antisocial or disobedient child, only a disoriented one. What this means in practice is that when a social, emotional or behavioral problem comes up, teachers and parents are given support to find the tools they need to help orient the child. This is much more than just a kind way of talking about difficult issues; it can be a paradigm shift. “

What Makes the Healthy School Culture (HSC) Process Different?

- Unlike standard mediation, behavior modification and diagnosis based “labeling” practices, this approach, developed and refined over 25 years, is specifically designed to address social and behavioral issues in the context of the curriculum and day to day interactions.
- Keeping the child and teen in the center, it creates teamwork between parents and teachers rather than allowing strain in adult relationships to simmer, build and distract.
- This process sees conflict and challenging behavior as being a part of social and emotional learning that all students experience at times.
- Without blaming and shaming the children or teens who are disoriented, it helps them see the implications of their actions and be involved in planning how to put things right.
- It is a whole community approach spearheaded by a small group of trained faculty and parents who form a Student Support Executive Group. The parents in this process focus on parent education and support.
- It creates a transparent process and communication. This means that parents, teachers and the student know where they stand and what strategies are being used to help improve the situation.
- Student ‘citizenship’ is fostered by establishing a Student Social Action Committee made up of older students who help with social issues in the younger grades.
- Students see that this approach is a fair and effective way to work through social and discipline issues that helps rather than punishes them.

- It forms a “three-legged stool” of support for a student. So often discipline, learning and social issues tend to come together and become confused. This process establishes and ensures the smooth running of these three streams within the school.
- It makes life easier for the teachers and helps keep their focus on the class and the curriculum.
- It is sensitive to the personnel limits of the school and does not overburden the teachers with unreasonable extra committee work.

Curriculum Alignment with Idaho Content Standards

Peace Valley understand the importance of aligning Waldorf Curriculum with Idaho Content Standards for state assessments to have fidelity and will insure there is a clear curriculum map to assist teachers during the academic year. It has the support of the other successful public Waldorf schools around the United States that have already aligned their curriculum. The Alliance for Public Waldorf Education, of which Peace Valley is a member, has compiled comprehensive recommendations regarding the placement of Common Core Standards in the public Waldorf classroom. The Waldorf-Common Core Curriculum Alignment and Handbook (see Appendix P) is an exploration not just of “what and when” but also “how” public Waldorf schools can address these standards while remaining true to Waldorf philosophy and pedagogy. The Handbook is organized as a set of grade-level documents, K–8, each including a summary overview of that grade’s Waldorf curriculum and tables of the Common Core Standards in English Language Arts and Mathematics. Using the Handbook as a resource, and with careful attention to the distinct characteristics of the Idaho Content Standards, upon authorization, PVCS’s Education committee, comprised of experienced Waldorf and traditional public educators and a Special Education Director, will create an integrated curriculum scope and sequence of the Waldorf curriculum with Idaho Content Standards that will be completed before June 2018. Details of this process can be found in Appendix M.

The Faculty Council will continually review and ensure that academic benchmarks are being met. Peace Valley’s desire for educational innovation does not alter essential content, but rather the method in which it is taught. The Idaho Content Standards represent worthy goals in teaching students higher order thinking skills, application of knowledge, and deeper understanding of concepts; success in this endeavor will come with excellent teachers and instructional methodologies in well-supported classrooms.

Faculty Council, Administrator and Pedagogical Consultant will continually work together to discuss how each grade level will adequately prepare students throughout the year to take standardized tests and to feel comfortable with the appropriate technology. Although Waldorf schools traditionally don’t use technology in the lower grades, Peace Valley as a public school embraces the need for state testing. Peace Valley’s comprehensive plan will ensure that students have the necessary time and tools to adequately prepare for these exams. The Administrator will ensure teachers have access to computers throughout the year to ensure these goals for their students. PVCS’ expectation is that students will mirror other public Waldorf schools and show a slower start, but a very strong finish.

Peace Valley Charter believes that if students are engaged in deep and meaningful ways, their academic experience will be one that puts them on the path to becoming critical thinkers and

lifelong learners – growing and improving every year to reach their greatest academic potential. Peace Valley believes that growth is the cornerstone of achievement and will strive to help students achieve high growth each year. Because Peace Valley has not existed previously in any form, it does not have baseline testing data. However, the expectation is that PVCS will match the longstanding trends found in other public Waldorf schools regarding testing data and will meet or exceed district peers on all levels by fifth grade and above, especially for those students who have two or more consecutive years at Peace Valley.

Curriculum Resources

The comprehensive K-6 set of Christopherus Curriculum materials has been purchased for the teacher resource library to assist teacher’s main lesson development. These materials will provide full lessons for all the language arts, math, science, history main lessons plus a full year’s worth of specific lessons and ideas for handwork, crafts, painting, drawing, modeling, form drawing, music, movement and games, cooking and other lessons as appropriate. In the grades where it is appropriate, there will also be “practice lessons” in math and language arts. The Christopherus Curriculum emphasizes art, with full color drawings and paintings in all volumes, including “pictures in steps” – drawings and paintings in stages and with instructions so that people can understand how they were created. These materials, along with other original source books and curriculum materials donated from veteran Waldorf instructors, will assist teachers in designing their classroom lessons each year.

The Board acknowledges that Peace Valley’s goals may expand to meet needs identified in the future. Peace Valley’s staff will collaborate with the Board to create and polish goals essential to its mission over time, and target excellence for students that staff has gotten to know, assess and educate. The skills and viewpoints of Peace Valley’s Highly Qualified staff will be critical to ongoing goal development and achievement. Therefore, the following goals are general guides for the first year, in addition to projected goals for accreditation.

Peace Valley Goals

The students at Peace Valley will demonstrate mastery of the traditional Waldorf curriculum adapted for public schools and Proficiency in Idaho Content Standards K-8 upon graduation. It goes without saying that Peace Valley’s ultimate goal is to create a school where all students show proficiency and yearly academic growth, in measurable areas. The rationale for the measures of each educational goal is based on meeting or exceeding State comparisons, demonstrating year over year school-wide growth and developing the social, moral, emotional, and cognitive competence of each individual child through an authentic Waldorf approach to education and in accordance with the Peace Valley Mission. Work has already been done in this area. <http://www.journeyschool.net/wp-content/uploads/Part-I-PublicWaldorfCommonCore.pdf>

Students attending Peace Valley will work toward achieving these goals. (It is expected that students continually enrolled for two or more consecutive years will show greatest proficiency).

1. **MASTERY** of the traditional Waldorf curriculum adapted for public schools and aligned to the Idaho Content Standards as demonstrated by student progress reports (Whole Child

Rubrics), End of Year Narrative Report, Individual Student Portfolio (Main Lesson Book Review) and the Measurable Student Educational Standards (MSES).

2. **LITERACY** as evidenced by IRI performance, ISAT ELA testing and Student Progress Reports (Whole Child Rubrics), End of Year Narrative Report, Individual Student Portfolio (Main Lesson Book Review) and the Measurable Student Educational Standards (MSES). Strategies for reaching this goal include adherence to a Waldorf inspired curriculum with strong emphasis on vocabulary development, storytelling, main lesson book creation, and taught in a developmentally appropriate manner based on student readiness.
3. **CRITICAL THINKING AND GOOD JUDGMENT** as evidenced by strong performance on Student Progress Reports (Whole Child Rubrics), End of Year Narrative Report, and Individual Student Portfolio (Main Lesson Book Review). Strategies for reaching this goal include teacher observation of student peer interactions, student work ethic, work quality and completion, and attitude.
4. **CREATIVE AND IMAGINATIVE THINKING** as evidenced by strong performance on Student Progress Reports (Whole Child Rubrics), End of Year Narrative Report, and Individual Student Portfolio (Main Lesson Book Review). Strategies for reaching this goal include daily main lesson book compositions, daily performance and practice in painting, handwork, flute, violin and storytelling; active participation and roles in plays and festivals.
5. Peace Valley students will develop strong knowledge of the principles of good **HEALTH** and a healthy lifestyle, and how that relates to them personally as well as the whole community. Since Waldorf education engages the students, in body and mind, students experience many opportunities to utilize and develop their physical capacities, throughout the curriculum. The Highly Qualified, Waldorf trained teacher observes and records all aspects of each child's development (including physically) throughout the year. Students will demonstrate enthusiasm for outdoor, physical free play and activities. Students will be continuously engaged in hands-on curriculum components in agricultural and cooking arts. Outings, relevant to the different Main Lesson Blocks, will be organized to focus on providing physical activities for students.
6. **REVERENCE AND STEWARDSHIP** as evidenced by strong performance on Student Progress Reports, End of Year Narrative Report, Individual Student Portfolio (Main Lesson Book Review) and the Measurable Student Educational Standards (MSES).

Strategies for Eco-literacy: At Peace Valley, students develop an appropriate of humanity's impact on the environment in which we live. Recycling is a campus-wide effort and discussions about reduced-trash lunches and snacks are had regularly as students eat in their classrooms with their teachers. Peace Valley school gardens will include compost areas and vermi-culture in which students understand first-hand the relationship between the products they use and its relationship with the earth. Student art materials are also made from natural resources such as beeswax crayons and natural dye watercolor

paint. Each classroom will have a nature table which displays items from the environment that change with the seasons. The kindergarten tends a small organic garden near their play yard while the grades will maintain crops on a larger scale in their classroom planter boxes. Peace Valley is in the process of founding partnerships with local nature conservation and education entities such as the MK and Foothills Learning Centers, North End Organic Nursery and Edwards Nursery. It also has the commitment of Boise native, Naturopath and Herbalist, Dr. Brent Mathieu to provide lectures about relevant subjects. These and other ongoing planning will assist with the implementation of Science lessons delivered through animal husbandry and farm and garden lessons to enable students to model and practice reverence for and responsibility to all living things.

7. **RESPONSIBILITY and SELF-RELIANCE** as evidenced by strong performance on End of Year Narrative Report. Strategies for reaching this goal include numerous opportunities for students to initiate animal husbandry and garden care, care in completion of main lesson books, attitude towards school, completion of school work and homework, social interactions with peers, self-regulation. The curriculum reinforces qualities such as responsibility, self-reliance, bravery, courage.
8. **LIFELONG LEARNING** as evidenced by responses on student and parent survey results, and multi-year performance comparisons on Student Progress Reports (Whole Child Rubrics), End of Year Narrative Report, and Individual Student Portfolio (Main Lesson Book Review). Strategies for reaching this goal include delivering all curriculums imaginatively and interdisciplinary so that students understand content in a larger context.
9. **COMMUNITY OUTREACH:** It is a priority at Peace Valley that students learn compassion and a sense of responsibility for the society in which they live. As such students are engaged in learning about ways to help others and participating in community outreach activities such as Food, Clothing, Book Drives, and bringing them to communities in need. PVCS will possibly partner with a local assisted-living facility in which seniors will visit the school throughout the year and students will have an opportunity to get to know them through various activities such as storytelling, reading books together, and playing games. Each year, through a multilevel process, the school will pick a specific outreach focus.

Research-based, Proven Educational Outcomes

American schools are having a crisis in values. Half the children fail according to standard measures and the other half wonder why they are learning what they do. As is appropriate to life in a democracy, there are a handful of alternatives. Among the alternatives, the Waldorf school represents a chance for every child to grow and learn according to the most natural rhythms of life. For the early school child, this means a non-competitive, non-combative environment in which the wonders of science and literature fill the day without causing anxiety and confusion. For the older child, it offers a curriculum that addresses the question of why they are learning. I have sent two of my children to Waldorf schools and

they have been wonderfully well served.

Raymond McDermott, Ph.D., Professor of Education and Anthropology, Stanford University

Dr. Mary B. Goral's *Transformational Teaching: Waldorf-inspired Methods in the Public School* specifically addresses Waldorf education in the public setting. Goral looks at public school teachers who implemented Waldorf-inspired teaching into their urban classrooms in Louisville, Kentucky. This qualitative study found that students in these classrooms were more engaged in the learning process and were happier in school. Teachers reported that methods inspired by Waldorf education helped them build strong classroom communities and kept the teacher's" passion for teaching alive. (Appendix P)

In "Learning from Rudolf Steiner: The Relevance of Waldorf Education for Urban Public-School Reform," a study published in 2008, researcher Ida Oberman concluded that the Waldorf approach successfully laid the groundwork for future academics by first engaging students through integrated arts lessons and strong relationships instead of preparing them for standardized tests. In her assessment of four California public schools that use Waldorf methods, Oberman conducted a study comparing standardized test scores between Waldorf Charter Schools and schools of similar demographics in California. This study showed that 2nd Grade Waldorf students perform slightly below their peers, while 4th Grade students are about equal or above in performance. By 8th Grade, the Waldorf students match the top 10% of their peers and far surpass the average scores on the California Statewide Tests; and no children are well-below grade level. (Appendix P).

While *private* Waldorf students are less exposed to standardized testing (such tests are generally minimal in the elementary school years, but exist in some form in all schools), U.S. Waldorf pupils' SAT scores have usually come above the national average, especially on verbal measures (Oppenheimer). Studies comparing students' performance on college-entrance examinations in Germany found that Waldorf graduates passed the exam at double to triple the rate of students graduating from the state education system, and that students who had attended Waldorf schools for their entire education passed at a much higher rate (40% vs. 26%) than those who only had a partial Waldorf education (Ullrich).

Education Thoroughness Standards

Standard 1: A safe environment conducive to learning is provided.

Goal: Maintain a positive and safe teaching and learning climate. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others. Waldorf schools honor and protect the wonder of childhood. Every effort is expended to make Peace Valley safe, secure and nurturing environments for students, and to protect their childhood from harmful influences from the broader society.

Objectives: Peace Valley Charter School will:

- Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for

- checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities;
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools;
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including for weapons, violence, gangs, and use or sale of alcohol and drugs;
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Standard 2: Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and participation.

Objectives: Peace Valley Charter School will:

- Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior. It will be on the web page and handed out at the mandatory parent meeting at the beginning of the year.
- Set a school-wide philosophy for teachers to handle minor and major infractions in the classroom setting
- Teach appropriate behaviors and foster responsible decision-making skills.

Standard 3: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives: Peace Valley Charter School will:

- Utilize the general philosophy of the Waldorf pedagogy to instill appropriate values
- Emphasize the importance of adults modeling important values at school
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff; and, older students will mentor younger students
- Develop a sense of community and service within the school, and between the school and the larger community. Community outreach instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

Standard 4: The skills necessary to communicate effectively are taught.

Goal: Teach students a range of effective communication skills appropriate for the 21st century using the Waldorf pedagogy.

Objectives: Peace Valley Charter School will:

- Emphasize meaningful language experience in the language arts, enhanced by dramatization, memorization and exposure to a foreign language
- When appropriate for upper grades, provide access to computers to teach students basic computer skills and appropriate communication through technology (e.g., e-mail, Internet, on-line learning) and,

- Provide instruction in a foreign language(s). Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

Standard 5: A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Develop an international citizen for the 21st century through the Waldorf pedagogy and sustainability practices where student capabilities rather than textbooks drive pacing. Students must be well grounded in the basics such as reading, writing, mathematics, science and technology, language and social studies.

Objectives: Peace Valley School will:

- Use the Idaho Content Standards as a starting point to be enhanced the Waldorf pedagogy.
- Emphasize foreign language in all grades.
- Teach a comprehensive health curriculum, as required by the state. Physical activity during the school day will be incorporated into the curriculum.

Standard 6: The skills necessary for the students to enter the workforce are taught.

Goal: Provide students with basic skills that prepare them for future employment using learning tools such as computers, scientific equipment, and local and national resources. These tools assist students in learning how to learn so that they become lifelong learners and are prepared to enter the workforce with a solid foundation of knowledge and skills.

Objectives: Peace Valley will:

- Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, and Eco-literacy
- Enable students to develop the following intellectual habits important in the workplace: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments; and,
- Enable students to develop the following qualities and personal habits important in the workplace: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.
- Encourage sustainable living practices

Standard 7: The students are introduced to current technology.

Goal: Provide to students a technology environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: Peace Valley will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems;
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

- Encourage the effective use of technology as a tool in the workplace of the 21st century.

Standard 8: The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide to students the skills and understanding necessary to become international citizens in their respective jobs and communities of the 21st century.

Objectives: Peace Valley will:

- Provide outreach experiences that reflect responsible citizenship in a democratic society and an interdependent world
- Enable students to develop the following habits of responsible international citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus;
- Encourage sustainable living practices through composting, reducing waste and keeping an eye on the school’s carbon footprint, reusing materials when possible and recycling all possible materials; and,
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

Special Education

Peace Valley is committed to the belief that education is a means by which each student can reach his or her fullest potential; all students have a right to educational experiences that challenge their individual development whether it is below, at, or beyond the level of their same-aged peers. Waldorf education appeals to multiple intelligences and is multisensory in nature. The curriculum is presented in a wide range of modalities, allowing for students of varied disabilities and learning styles to access content. Thus, Waldorf education is uniquely positioned to provide a well-rounded education for all populations of students.

Peace Valley is committed to providing eligible students with disabilities a free and appropriate public education (FAPE) consistent with appropriate laws and regulations for charter schools. Peace Valley is also committed to serving children with special needs, whether such children are currently or newly identified as such. Peace Valley will not deny admission to students on the basis of disability. No student will be excluded from PVCS, counseled out, or referred to other schools in the district because of their special needs.

Peace Valley will follow the requirements of IDEA, the state of Idaho, and all other federal and state mandates regarding students with special needs. The Peace Valley Board of Directors will adopt the 2007 Idaho Special Education Manual with all subsequent revisions, and implement appropriate special education policies and procedures consistent with state and federal laws, rules, regulations, and legal requirements. All children will receive appropriate services as outlined in the Individuals with Disabilities Education Improvement Act, Section 504, and the Idaho Special Education Manual. PVCS will plan and budget to provide a highly qualified special education teacher and as least one paraprofessional, and physical facilities that are appropriately accessible to permit access by students with disabilities. PVCS will make funding and contractual

arrangements to ensure that PVCS students with disabilities receive special education and services as required in IDEA 2004 and outlined on the students' IEPs.

All special education personnel will meet highly qualified special education standards and will be interviewed, selected, hired, trained, and in place by the first day of the 2018-2019 school year. To meet these expectations, PVCS will conduct a yearly Child Find activity. PVCS will follow a three-step process, as outlined in the Idaho Special Education Manual, to determine whether a student requires special education services:

The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.

PVCS's Child Find system will also publicize and ensure that staff and the school's constituents are informed of the availability of special education services through information included in staff orientation, on the school's web page, in registration materials and using various social media.

PVCS will conduct a thorough and comprehensive evaluation for students referred, to determine if the student qualifies for special education services under the Individuals with Disabilities Education Act. PVCS would adhere to the guidelines and timelines outlined in the Individuals with Disabilities Education Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, an administrator, a district representative, the student when appropriate and the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

PVCS will implement and utilize a comprehensive Response to Intervention program as recommended in the Idaho Special Education Manual. This comprehensive, general education-led program will consist of the core components of problem identification, problem analysis, applying researched-based intervention and progress monitoring to determine student response to the scientifically research-based interventions. Students who do not respond adequately to the Response to Intervention program may be considered for a Referral to Consider a Special Education Evaluation. If during an evaluation process, the multidisciplinary team determines the need for an evaluation by personnel not directly employed by PVCS, such as a school psychologist, speech therapist, occupational therapist, or other required experts not currently employed by the school, such evaluations will be contracted with a private provider. If the student qualifies for special education services, and the subsequent Individualized Education Plan (IEP) requires the need for contracting with personnel not directly employed by PVCS, then the PVCS will contract with the appropriate service providers to provide IEP-related services (i.e. Speech and Language Pathologist, Occupational Therapist, Physical Therapists etc.).

Staffing

Most children with academic goals receive 30-60 minutes of service a day, depending on whether they have goals for language arts, math, or both. They're typically seen in small groups of 4-6. Anticipating a special education population of about 10-11%, staffing in year 1 would need about 7 instructor hours/day, year 2 would need about 10 instructor hours/day, and year 3 about 12 instructor hours/day. Because of the testing, meeting, and paperwork requirements for special education, we plan to have paraprofessional support starting year one. Year 1 - 1 teacher, 0.5 para, Year 2 - 1 teacher, 1 para, Year 3 - 1 teacher, 1.5 para and continue to meet the need using this ratio. Contracted services for SLP and OT are also included in the budget to assist with speech-language goals and fine motor or sensory goals. These are often in consultation with teachers to meet these needs.

Individual Education Plans

A Highly Qualified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A special education teacher will provide services in an inclusion or a pull-out model depending on the degree of accommodation necessary to meet the student's needs. These services will be delivered by a special education teacher or licensed provider, with supporting para-educators as allowed by IDEA and the ESEA. The special education teacher will consult with the general education staff to utilize effective classroom accommodations, adaptations, and modifications. The continuum of settings and services that will be provided at PVCS includes: general education classes, resource classes, and provisions for supplemental services such as resource services, itinerant instruction provided in conjunction with the general classroom, classroom aides, replacement curricula, behavioral supports, etc. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the variety of alternate placements and related services available to meet those needs. PVCS may contract with private providers for the provision of related services. Services may be provided by a licensed therapist, who may use a para-educator for support. In the rare event that the IEP team determines that the student's academic needs cannot be met on site, PVCS may contract with other agencies to provide those services.

For all special education students, PVCS will develop, review, and revise IEPs in accordance with state and federal laws. PVCS will adhere to the IDEA Procedural Safeguards and FERPA to assure protection of student and parent rights, including the confidentiality of personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records. PVCS will ensure access to charter school programs, as required by the Americans with Disabilities Act (ADA). PVCS's building plan will permit access by students with disabilities. The school will provide transportation for special education students when the student's IEP requires it because of the multidisciplinary team decision. PVCS uses evidenced-based programming and curricula when working with students with disabilities who need supplemental or replacement curricula.

PVCS will follow the guidelines provided by the IDEA and Idaho Special Education Manual in regard to the disciplining of a student protected under the IDEA. This will include the consideration of a Functional Behavior Assessment and subsequent Behavior Intervention Plan when the

special-education multidisciplinary team identifies that the behavior of the student impacts their learning or the learning of others. When the Behavior Intervention Plan is required, it will be developed with Positive Behavior Interventions and Supports. When required in accordance with the IDEA and Idaho Special Education Manual, the special education multidisciplinary team will conduct a Manifestation Determination to establish whether or not the misconduct of a student with a disability was (1) a demonstration of the disability, that is, an inability to understand impact and consequences or an inability to control behavior; (2) the result of an inappropriate placement; and/or (3) the lack of provision of services consistent with the IEP and placement.

Nondiscriminatory Enrollment Procedures

PVCS will not deny enrollment to a student with a disability because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities who meet the federally- established eligibility criterion for such services. Enrollment policies described elsewhere in this charter petition are consistent with the mission of PVCS and civil rights requirements. The nondiscriminatory policy will be stated on the school's website, applications, advertisements, etc. LRE Requirements. PVCS will provide special education and related services to eligible PVCS students in the Least Restrictive Environment (LRE), educating students with disabilities with their non-disabled peers to the maximum extent appropriate.

Related services may include (but is not limited to) Positive Behavior Interventions, Adaptive Technologies, Extended School Year, etc. This will be in accordance with the Idaho Special Education Manual, PL94-142, and as identified on each student's IEP. In many cases, the LRE will be specified within PVCS. PVCS will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. LRE decisions are made individually for each student. The student's goals and required services are developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's unique needs that result from his or her disability, not on the student's category of disability.

English Learners

Peace Valley, in accordance with its Board's philosophy to provide a quality educational program to all students, will provide an appropriately planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so they can attain academic success. Students who have limited English proficiency will be identified, assessed, and provided appropriate services. PVCS will maintain an effective means of outreach to encourage parental involvement in the education of their students. This will be accomplished at the beginning of each school year. PVCS will enlist the services of an interpreter to communicate with non-English speaking parents, as required by law. Parents will also regularly be apprised of their student's progress.

Peace Valley will provide services to all English Language students in line with Office for Civil Rights and Title III regulations (if applicable) under ESSA. English language development services will be provided for students who enroll in Peace Valley and are eligible for these services. Peace Valley will administer a Home Language Survey (HLS) to all students registering for enrollment in order to identify students who may speak another language or come from a

home environment where a language other than English has a significant impact on the level of English. See Appendix P for sample HLS. The HLS and incoming evidence will determine whether an EL screening test is required. A person from the Administration team will be designated to oversee the process and receive proper training to conduct the HLS and administer the WIDA ACCESS Placement Test to screen for EL program eligibility. Students meeting the criteria will receive EL instruction based on best current research and practices. Students will continue in the EL program and be monitored by staff until they meet the exit requirements. All teachers will be aware of EL needs and receive necessary training as needed. Statewide EL entrance and exit procedures will be adopted.

Dual Enrollment

Dual enrollment of Peace Valley students at Boise schools is an option for all students as provided for in 33-203(7) of the Idaho State Code. While an option, families will be encouraged to enroll full time at PVCS to benefit most fully from their unique educational offerings. Dual enrollment qualifications and requirements are subject to all provisions of Idaho Code §§33-203. State funding of a dually enrolled student will be limited to the extent of the student's participation in the public school programs.

The Peace Valley Charter administration will work closely with families to provide assistance based on their needs. Dual enrollment information will be provided to the public through the student handbook, at parent education and orientation meetings, and on the school website. PVCS will not accommodate Boise School District students seeking dual enrollment at PVCS. Policies will be developed and adopted once the administration team is in place.

Tab 4 – Measurable Standards, Accreditation, and Accountability

The heart of the Waldorf method is that education is an art – it must speak to the child’s experience. To educate the whole child, his heart and his will must be reached, as well as the mind.

Rudolf Steiner

Building on the Educational Goals in Tab 3 and by utilizing Waldorf curriculum in conjunction with Idaho Content Standards, students will excel academically and transition successfully into any upper level high school setting. Student achievement will be monitored throughout the learning process. The Waldorf curriculum consistently relies on formative assessments which, combined with Idaho state interim assessments, offer a good sense of student progress. Peace Valley intends to use both the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) that connect to the Smarter Balanced assessments. These interim assessments, along with the Waldorf Whole Child rubric (given twice yearly) will offer insight and data that teachers will use when personalizing learning. End of year summative assessments, including ISATs will be included in student’s comprehensive portfolios, providing a holistic student evaluation.

Measurable Student Educational Standards (MSES)

The following measurable goals reflect Peace Valley’s expectations for its students.

Standardized Testing

1. **Idaho Reading Indicator** - In the first year, at least 70% percent of third graders will either meet or exceed the state legislative goals set for the spring IRI. Following year one, students attending two or more consecutive years will show the greatest proficiency with the goal to reach 90% of third graders meeting or exceeding the state legislative goals set for the spring IRI.
2. **ISAT Testing grades 3-8**- Peace Valley’s students’ aggregate scores will meet or exceed the state average on the Idaho Standards Achievement test (or any other state-administered test) in Math, English Language Arts and Science.

School Specific Measurements

1. **Global Citizenship Responsibility:** Conducted before school starts and Spring
http://www.peecworks.org/peec/peec_inst/01795CBE-001D0211.0/furcosurvey%20civicrespons.pdf
 - At least 80% of Kindergarten through 5th graders will score a 2 or above on the Civic Responsibility Survey Level 1 Post-test.
 - At least 80% of 6th through 8th graders will score a 4 or better on the Civic Responsibility Survey Level 2 Post-test.

Student Progress Reports (Whole-Child Rubric)

Assess student progress in academic, social and motor skills based on teacher observation K – 8 in mid-October, early April.

Symbol Key: E = Exceeds Standards M = Meets Standards P = Progressing Towards Standards B = Below Standards

At least 70% of K-6 students will score M=Meets or E=Exceeds Standards and 90% of will score P=Progressing toward Standards or greater and 100 percent of students will show growth in scores between the Fall and Spring testing.

Symbol Key: A = Advanced P = Proficient B = Basic BB = Below Basic C = Credit FB = Far Below Basic NC = No Credit

Fall and Winter and Spring Assessment - At least 70% of 6-8 students will score Proficient or greater and 90% will score 85% score Basic or greater and 100% of students will show growth in scores between the Fall and Spring testing.

Testing

Peace Valley Charter School will participate in all state mandated testing, including, but not limited to, the ISAT, ISAT Alt, IRI. The school will assign a test coordinator who will oversee the testing program and insure the testing process is followed with fidelity for all tests. Most of PVCS's potential families have not experienced a Waldorf school previously, and therefore, they don't have any comparison or preconceived idea about testing. Peace Valley Charter will communicate with families to help them understand the importance of the assessments and the information that can be gained from them. Faculty and Administration will clearly state in the Parent Handbook and to all parents at the beginning of the year orientation that Peace Valley students are expected to participate in state standardized testing for all grades, unlike many private Waldorf schools who use standardized testing for upper grades only. Use of all forms of written and electronic communication will be employed to inform parents. The Administrator/Assessment Coordinator will ensure that a portable computer lab or Library facility is prepared on designated test dates and that all faculty and parents will have ample notice of the testing schedule. These online assessments will occur during the state-mandated testing windows outlined by the Idaho State Department of Education.

The conventional model of assessment in education: Teach, test, grade, move on. This can be described as, at best, auditing achievement. Think of assessment as information for improving teaching and learning . . . to advance learning . . . by providing useful feedback to teachers and students that is then built into the process of teaching and learning.

--Grant Wiggins—co-author of Understanding by Design

Formative Assessment and Evolving Teaching Practices

In order to ensure ongoing success in meeting Peace Valley's goals and mission for its students, the school will implement formative and summative standards-based and performance-based

assessments. Peace Valleys' Student Information System will have a built-in component to track student progress on a regular basis. The student Assessment team will have instant access to this data and will work quarterly with the Faculty Council and teacher to assess individual student growth across the year.

Students' growth will be measured through the teacher's regular review of student work. For each skill listed on the checklist an appropriate assessment method will be identified. After each main lesson block, teachers will make regular assessments of students using these various means and tracking their formal and informal observations on the assessment tool. For each skill or competency listed, the teacher will indicate the student's level of proficiency. This will enable teachers to clearly track students' development of competencies and skills and adapt their teaching as appropriate. The results of the formative assessment will serve as the basis for reports to parents and parent-teacher discussions based on the Whole Child Rubric.

Further, the data from the assessments will be collected by the Administrator/Assessment Coordinator who will work with teachers to identify gaps and trends: Where is the whole class struggling? Are certain demographic groups lagging behind their peers in a particular area? Data gathered from these assessments will also be augmented with survey data (from parents and teachers related to school-wide priorities) and demographic data (such as attendance records) to help identify areas of concern. Data collected will be used by the Administrator, Pedagogical Director, Class Teachers, Specialty Teachers, and Learning Specialists to help guide and adjust instruction at Peace Valley, with the intention of reaching every student and reporting regularly to the Governing Board on school-wide progress towards goals.

Longitudinal data will be collected in a variety of ways. At all grade levels, direct observation will be recorded to note the child's strengths and weaknesses in specific skill areas and will be used as a continuous measure of student progress. These assessment reports will be shared at faculty meetings and Board meetings, when applicable and appropriate, to demonstrate growth in learning. Waldorf assessments are unique in that they "travel" with the child throughout their education. Teachers pass along these assessments to each student's future teacher (for example, if a teacher or student must leave the class prior to completing the 1-8 grade cycle, or when moving on to high school).

Individual Student Portfolio

Students will regularly track their progress and evidence of their learning in a portfolio that catalogs their learning experiences and reflects the individual achievement, proficiency and progress toward proficiency as related to the Idaho Content Standards. In addition to the objective measures of student achievement, student portfolios will include samples of the students' main lesson books, projects, pieces of art, and practice papers and exams.

Peace Valley student portfolios will evidence academic achievement in core academic areas and the Idaho Content Standards. Portfolios are assessed according to school-wide rubrics, with input from the class teacher and Subject Specialists across content areas. Teachers also write Narrative Reports to add to the Portfolios and provide parents with an analysis of the summative and formative assessments conducted throughout the year. The portfolios will demonstrate student growth and proficiency in core academic and mission specific subjects.

Readiness Assessments

Readiness assessments for 1st Grade and 2nd Grade will measure physical, cognitive, social, and emotional development. Kindergarten and 1st Grade teachers will prepare students for the 1st and 2nd Grade readiness assessments and conduct ongoing observation and informal assessment of student readiness throughout the year. In late spring, a team of teachers from the Kindergartens and grades will conduct the assessments. These readiness assessments are an evaluation of the child as a whole, based both on the teachers' observations of the child's developmental changes throughout the year, and on a series of exercises. Children enjoy this assessment time with the teacher team, seeing it as a grand series of games to play.

The 2nd Grade Assessment is focused on evaluating students' motor-sensory development as a basis for continued academic learning. Areas evaluated include fine and gross motor skills; bodily coordination, such as crossing the midline, rhythm (which incorporates hearing and timing) and hand foot coordination; and balance and spatial and temporal orientation. These assessments provide data that informs future instruction including needed physical-spatial exercises and improves remediation and extension programs.

Parent Involvement

The school will internally review the level of parent involvement and the school's accomplishments over the course of a year to measure overall success. Peace Valley Charter is a school of choice. Accordingly, it is essential to measure the satisfaction of and solicit feedback from the parent community. Regular parent surveys allow collection and tracking of data on several levels. Student surveys allow direct collection of information regarding the support and climate that students experience at their school. These surveys will be used both for current students as well as those leaving the school or graduating.

Annual Reporting of MSES

Annual reports will be made available to the Idaho State Department of Education and the Idaho Public Charter School Commission regarding Peace Valley's MSES. Non-student specific MSES results will also be made available to parents and other stakeholders on the school's website, within 60 days of receipt of data. Student-specific data will be shared with parents at the parent teacher conferences at least once a year.

Peace Valley will work with parents to ensure high testing participation. As a public school, parents will understand this is a regular part of academics. The majority of PVCS students will come from other schools where testing is a regular part of the academic year. Peace Valley will help parents understand that these measurable tests are part of the comprehensive view of student assessment and will provide valuable data for teachers, administration and the Governing Board to ensure we are meeting academic benchmarks. Because there is no local, private Waldorf school where testing might not happen in younger grades, there is no comparison for a culture of "opt out". Furthermore, Peace Valley will use several of the communication techniques found in this article <https://www.naesp.org/sites/default/files/resources/2/Principal/2007/N-Dp12.pdf> with parents. PVCS plans to lead by example with open and honest communication on all levels to ensure strong participation.

Accreditation

Peace Valley is not seeking authorization for grades 9-12 as this time. However, accreditation for all grades is desired and in its first year of operation, Peace Valley will apply to Northwest Accreditation Commission, a Division of AdvancED for accreditation, as required in IDAPA 08.02.02.140. Peace Valley Charter School will complete the accreditation process review and obtain candidacy status within the first year of operation and work to achieve accreditation within three years. The accreditation report and/or self- evaluation will be submitted to the authorizer annually, as required by Idaho Code §§ 33-5206(7).

School Improvement

If at any point PVCS is identified as a school in need of improvement, the Board will actively examine data to ensure that effective leaders are in place. In addition, the school's board and leadership teams will look closely at multiple levels of data to begin determining where and what areas need to be addressed. Strategic improvement planning will go into effect and the Idaho State Department of Education will become a resource to help guide Peace Valley Charter School in school improvement efforts. Peace Valley will utilize the statewide system of support and framework for analyzing problems, identifying underlying causes, and addressing instructional issues to better understand why it has not made sufficient progress in student achievement. A highly structured comprehensive plan will be written that is specific to and focused on the school's instructional program. Peace Valley will utilize a school improvement planning tool that allows us to include scientifically based research that will strengthen the core academic subjects in the school and to address the specific academic issues that caused the school to be identified for school improvement. Finally, the plan will include on-going monitoring and involvement of the school's board.

A wide variety of achievement data will be used in the educational planning process. The school administration and the Governing Board will review school-wide achievement data that includes academic proficiency and growth data twice a year.

Tab 5 – Governance Structure, Parental Involvement, Audits

Governance Structure

Peace Valley Charter School is governed by a Governing Board that is responsible for the overall policy, direction and compliance of the school. Peace Valley will be a legally and operationally independent entity, established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the charter school.

A list of current Board members and their backgrounds is included as Appendix E. Peace Valley commits to adhering to all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations and complying with them. This includes Idaho's Open Meeting and Public Records laws. Meeting dates will be posted on the main doors to the building and on the school website in accordance with the school's bylaws.

Peace Valley has chosen to use an Executive Director model in addition to an Idaho Certified Administrator. Although costlier, Peace Valley's Board believes that the investment in an Executive Director will help insure the school's short and long-term success and prevent the missteps of other local Charters. In year one the Executive Director will be a half-time position and will be full-time by year two. Charter schools are more demanding on school Administrators than traditional schools, which have the financial and administrative support of their districts. The Executive Director, experienced in Waldorf philosophy and methodology and with demonstrated leadership, will focus on the school's mission and vision and support an enthusiastic newer Administrator.

The Executive Director will work strategically on financial and facility development as well as community engagement. Peace Valley's Administrator is responsible for the day-to-day academic operations and will oversee scheduling, student testing, teacher evaluations, student behavior and curriculum support. A part-time Curriculum Director (Pedagogical Consultant) will be hired year one to assist the Administrator with curriculum implementation and teacher support. An Administrative Assistant will complete enrollment paperwork and required reporting, in addition to other duties.

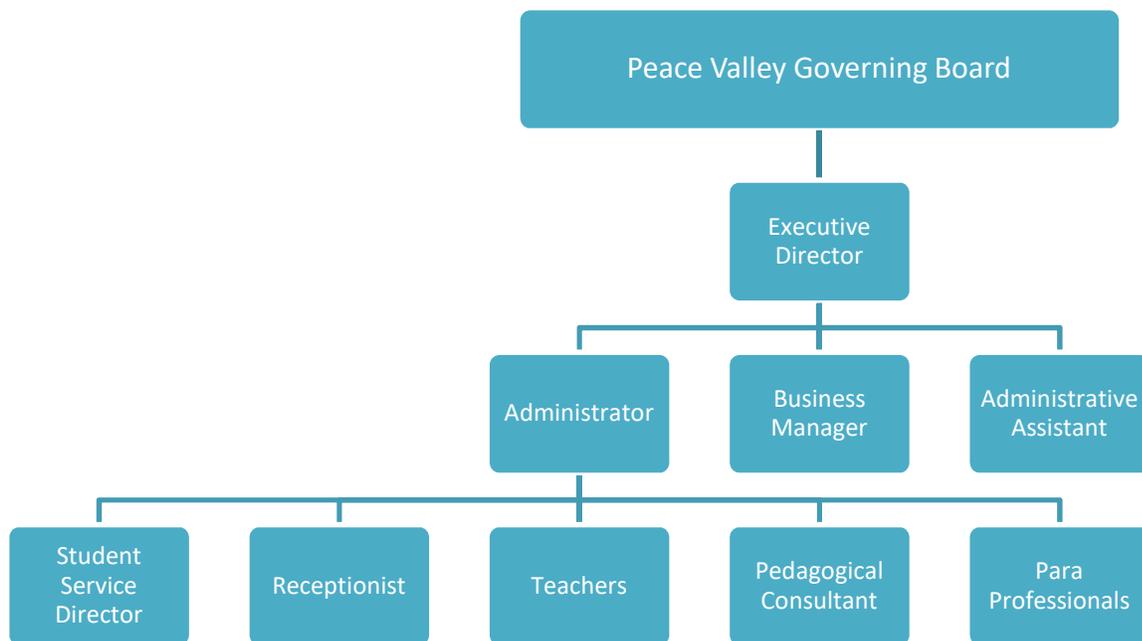
The Governing Board has an agreement with Red Apple Financial (Red Apple) for pre-opening back-office assistance starting year one. Red Apple will serve as the school's Business Manager. Red Apple currently works with 28 charter schools in the western United States, including public charter schools with a Waldorf emphasis. Red Apple will oversee the accounting, financial compliance and strategic financial management of the school. See Appendix F.

To provide clarity in roles and expediency in decision-making, Peace Valley will develop a differentiated decision-making paradigm that clearly articulates for each council/committee/administrator how decision-making will occur on various issues. Methods of decision-making will include

- Administration makes the decision and then communicates its decision to faculty/community
- Administration solicits input from faculty/community and then decides

- All members of faculty/community have an equal voice and discussion will occur until consensus is reached
- Administration will delegate decision-making to the faculty/community. By providing clarity to all Councils on the scope of responsibility and involvement, true collaboration can occur and all members of the Peace Valley community will be empowered contributors to school decision-making.

The essence of teaching, and truly all education, is found in relationships. The success of the Waldorf approach to education is not to be found in the curriculum or methods alone, but in the full commitment and intention of teachers and administrators who see, know, teach, connect with and inspire students.



Ethical Standards

As outlined in Section 4.6 of the bylaws, upon taking the Oath of Directors, Board members are required to sign and abide by the Code of Ethics for School Board Members. Peace Valley Charter School’s ethical standards for board members are included in Appendix E.

Board Oversight Responsibilities

Peace Valley Charter School is committed to effective school governance. The Peace Valley School Board is legally responsible for the school’s operations. The Board shall consist of Directors elected or appointed for a four (4) year term of office as set forth in the Bylaws (except during the first year when terms will be staggered to ensure continuity of leadership). Terms will begin the year the school is authorized. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than thirteen (13) Directors. The Board members will make every attempt to include a balance of skills and vocations on the Board as

new members are determined in accordance with the procedures set forth in the Restated Bylaws. The function of the Board can be described as fiscal management, policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Bylaws have been adopted to promote and retain long-term commitment to Peace Valley's mission by staggering the transition of Board members so that board members are not all replaced at any one time. A variety of skills and vocations are desired and included, but are not limited to: legal expertise, financial/accounting expertise, Waldorf and public education expertise including administration, instruction, and special education, and business operations expertise. To assist with this aim, it is anticipated the Board will organize from within its membership a Recruiting Committee committed to and tasked with identifying potential new board members. In collaboration with the Parent and Faculty Councils, the Board will maintain a list of potential future board members from individuals. In addition to identifying potential future board members, the Recruitment Committee will be tasked with: assessing the skills, experience, and expertise of the existing board to identify gaps, evaluating potential future board members against identified needs, extending invitations to potential board members to run for vacancies, and establishing an orientation program to assist new directors in becoming familiar both with the Peace Valley and the responsibilities of board members.

Responsibilities of Governing Board Members

Because Peace Valley is a non-profit organization and a public charter school, as described above, the Governing Board is the entity that is legally obligated to oversee the organization's activities. Their primary functions involve:

- ensuring that the activities of the school align with its mission and vision
- creating a strategic plan for the school
- ensuring compliance with all relevant state and federal regulations
- enacting and exercising oversight over the budget to ensure the responsible management of public funds
- overseeing fundraising and marketing activities of the school
- being responsible public servants who represent the school and community well
- creating policies to guide the practices and procedures followed at the school
- hiring the Executive Director, Administrator and Business Manager and faculty

Peace Valley Governing Board will receive ongoing training, especially during the transition year and on a regular basis through Gradalis and ISBA. To ensure that members of Peace Valley Governing Board are well-versed in their responsibilities, including:

- governing, oversight and strategic planning
- sound and well-accounted financial management of public funds
- compliance with all state and federal legal obligations; responsibility to represent the community's interests
- and ensuring alignment of activities with the mission and vision of Peace Valley

As Governing Board members turn over, it is intended that the practices of regular strategic planning and professional development will continue at monthly meetings. In addition, orientation meetings provided by the President and Executive Director along with the creation of Board member agreements and Board books will help to smooth the transitions and provide education to incoming Governing Board members regarding their responsibilities and the mission and vision of Peace Valley.

1. Training for Governing Board members by ISBA “Duties and Responsibilities” and Gradalis upon the charter’s authorization. <http://gradalis.com/business-services/>
2. On-going professional development at monthly meetings.
3. Preparation to submit background checks on all necessary Employees hired, upon Charter authorization.
4. Utilize Alliance for Public Waldorf Education resources for Board training and support.
5. Formation of a Board Development Committee to oversee and implement ongoing professional development, creation of board member agreements and board books, and scheduling a strategic planning meeting for Spring 2018.
6. Creation of a Board Calendar including, but not limited to:
 - a. Annual Budget Approval (for upcoming and previous year)
 - b. Governing Board Meetings
 - c. Committee Meetings
 - d. Target Dates for Executive Director Hiring and Evaluation Process
 - e. Review of Board Member Agreements & Conflict of Interest Forms
 - f. Annual Retreat (including review of mission, vision, charter, and goals)
 - g. Application submissions for start-up funds
 - h. Application submissions for grants
 - i. Fund-raising events
 - j. Dates for completion of website and marketing materials
 - k. Dates for completion of facility-related events

The Governing Board is an autonomous body that delegates significant authority for operational responsibilities and execution of policy and procedure to the Executive Director and Administrator. The Board monitors the school’s progress on the stated performance outcomes. The Administration collaborates closely with three key groups, the Board of Directors, the Faculty Council and the Parent Council. All groups work interdependently and support each other.

Transition from Founding Board to Governing Board

Peace Valley has been founded on a shared leadership and decision-making model and the members have worked collaboratively during the entire creation process. A transition plan for the founding board to governing board is in place and being followed as Peace Valley evolves into a functioning school. This transition will ensure clarity for expectations and responsibilities.

As their terms expire and or vacancies arise, the Board will fill the positions as specified in Section 4 of their Bylaws. The Board will be determined through elections as outlined in the Corporate Bylaws. The Corporate Principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State’s office. The role of the Founding Board focuses on envisioning and realizing the mission and vision of the school, attracting support through committed families and students, obtaining authorization, pursuing partnerships and business

arrangements, and building a strong foundation and infrastructure for the school. To use an education metaphor, their work is to “get the right people on the bus.” Peace Valley’s Governing Board has an Education Committee, Facilities Committee and a Marketing and Fundraising Committee, each chaired by a Director. These committees are made of 4-7 experts in these fields; have between 4-7 to assist in the school’s pre-opening organization and development.

The Governing Board ensures the right people are on the bus, and that the destination is worthy, achievable and successful. In the case of Peace Valley, it is anticipated that three or four of the currently nine board members will potentially step down to become school employees: Board President, Laura Henning, potential Executive Director. Secretary, Alan Mulligan, potential Elementary Teacher, Ruth Bucklin, Pedagogical Consultant and Special Class Teacher and Karli Love, possible Administrative Assistant. The members who will potentially move into staff positions at the school will assist in the school’s transition.

Board Recruitment, Training and Evaluation

The Peace Valley School Board will actively seek new board members as needed through recruitment to Board committees. Advisory Committees will provide a “trial” period by which prospective board members can be vetted. The Board experience/expertise matrix below will guide the Board’s efforts to recruit appropriate new Board members, ensuring that Board members in total are proficient in all areas of Board leadership (Taken from Idaho State Department of Education Charter School Resources). An experienced member of the Board will be assigned as a mentor to each new Board member. As part of the annual Board self-assessment, areas of expertise needed to enhance Board function will be identified and prospective committee members recruited accordingly. School Board policy will be written and adopted regarding composition, purpose, and operating parameters of Board appointed Advisory Committees. At a minimum, each advisory committee will be lead/chaired by at least one Board member. Committee members will be solicited and selected by the Committee chair. If possible, committee selection will represent the different school interests, demographics and constituents including parents, community members, business, and students when possible.

The first year in office, each Board member will receive and read the materials included in the “New Board Member Packet” as well as a packet of Waldorf related information. As new Board Members are added, each is provided with a New Board Member Welcome Packet, which contains information in regards to responsibilities of being a Board Member. Within the packet responsibilities listed include, but are not limited to: Board Member roles, state statute for charter schools, ethical standards, meeting laws, policies, financial reports, budgets, and other responsibilities.

An annual Board self-assessment will identify future areas of professional development and develop strategies to implement the areas of improvement identified. Board members will also be encouraged to attend staff and parent education meetings.

Founders

Founders are those who have made material contributions to the establishment of Peace Valley by giving their time, effort, energy and resources to the creation and formation of the charter,

including the formation of the school and its policies, mission statement, methods and governance structure. The original founders' names and requirements to meet the status are found on Appendix E.

Additional Founders may be added up to the time of the school's initial year's lottery, by majority vote of the Board of Directors. These additional Founders may be persons, employees, or staff who contribute significantly to the development of the school in ways such as: participating as volunteers in the creation and development of the school's physical location, structures, grounds, and general campus, and by other action.

Parental Involvement

Parental involvement is vital to education and is an important purpose of charter schools. Peace Valley will empower parents and guardians of students with a wide range of meaningful opportunities to participate at Peace Valley, resulting in a strong and supportive community of parent stakeholders.

Parents will be at the heart of the operation of Peace Valley and will have opportunities to participate in all levels of school governance. Parents and family members of students will have the opportunity to be elected to the Family Council or Governing Board.

Peace Valley's Family Council will meet monthly to plan and coordinate efforts to involve families in a vibrant school community. Further, members of the Family Council will assist in school direction and governance in the following ways:

- Oversee student-related activities at the school
- Plan and direct festivals
- Help with recruitment of students and families
- Oversee use of volunteers within the school
- Direct various aspects of the school, such as garden, farm and lunch program
- Provide Governing Board and Faculty Council insight into student needs
- Coordinate PVCS cooperation with outside groups
- Assist in fundraising efforts

Peace Valley's Executive Director will encourage an inclusive, collaborative environment at the school by soliciting feedback and information from parents through surveys and focus groups. Inclusion of parents in decision-making will give all parents a voice and create a sense of shared ownership of the school. Parents will be encouraged to actively participate in their student's schooling by attending regular parent education nights. These will include an orientation to the school, seminars on various topics related to Waldorf education, and periodic enrichment evenings with class and specialty teachers.

In addition, parents will participate in Parent-Teacher Conferences, participating in the establishment of student goals and communicating openly regarding student progress and challenges. Families will be invited to attend open houses and family festivals, and volunteer. There may be opportunities for parent volunteers to accompany classes on local trips as chaperones. Parents may serve on various committees and participate in fundraising, traffic/parking lot assistance, musical and handwork assistance, playground monitoring, aiding

classroom teachers, library assistance, at-home teacher assistance, providing snacks for classes, and extracurricular activities. Teachers will be asked to look for activities in which parents can assist them. Parents may be surveyed to provide information about their availability and areas of interest.

The Family Council will establish a Parental Involvement Committee responsible for supporting the Administration, teachers, and other parent committees to identify involvement opportunities and notify parents of opportunities. Such opportunities may be posted on PVCS's website, emailed to parents, sent home in classroom flyers or listed in a school wide newsletter. Personal invitations may also be extended where interest and aptitude are known. Peace Valley will encourage, but not require, each family to contribute at least 5 hours of volunteer service per child to the school each month, fifty hours over the course of the school year towards various volunteer opportunities that may include: playground supervision, assisting in the classroom, site maintenance, fundraising, hospitality, room parenting, serving on a Committee, attending parent education evenings. Family volunteer hours will not affect student opportunities to participate in activities nor affect enrollment. Peace Valley believes families will want to be involved in the experiences the school will offer and that if they are adequately informed of the wide-ranging opportunities to participate they will be willing and anxious to do so. Additionally, parents are asked to attend education evenings that are critical to providing consistency between home and school practices, and to enhancing parent understanding of Peace Valley's educational model. One of these meetings is the annual parent orientation meeting held prior to the start of each school year. It is customary for class teachers to visit their new students' homes prior to the start of each school year, with parental permission, to build communication between the home and school, as well as to assist the teacher in individualizing their teaching approach to each child's needs.

Lastly, the school year consists of a series of school wide festivals that solidifies the community's ties. Parents are asked to attend and volunteer at festivals. This high level of parental involvement enables parents/guardians to become integrally involved in shaping Peace Valley, ensuring it fulfills its overall mission. Parent involvement will be documented using an online reporting system to assist the Parent Council in volunteer coordination. Teachers will contact parents directly requesting specific help and notifying them of their hours. Parent voice will be actively sought using regular satisfaction surveys and blogs.

Regular means for communication with parents and families will be established, likely including but not limited to: a school newsletter, regular emails from class teachers, use of class websites to convey information, online tracking of student progress, Open Door Days with the Administration, teacher office hours, sharing assemblies, festivals and home visits. Peace Valley intends that parents are partners in the education of their children. They know their child, and teachers and administrators at Peace Valley intend to learn from families and build long-term relationships with them that will support each child's optimal growth.

Students with 504 plans and support under IDEA will have school assistance as they communicate to resolve issues. Parents will make teachers and administrators aware of student

needs in order to develop individual plans for students in these circumstances, and school personnel will seek to work with parents to meet the needs of every child.

Audits

Every year, Peace Valley Charter School will hire an independent certified public accountant to conduct an independent audit that complies with generally accepted auditing standards. Upon completion of the audit, the Board will review, approve, and accept the audit report and findings. A copy of the audit report will be submitted to the authorizing entity and the State Department of Education. Annual audit and financial compliance will be completed pursuant to Idaho Code.

Financial Reporting

Peace Valley will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). Within one hundred twenty (120) days from the last day of each fiscal year, the Board will prepare and publish an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5). Such annual statements shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. In addition, the school will develop and maintain an expenditures website as required by Idaho Code Section 33-357.

Annually, Peace Valley Charter School will file with the State Department of Education such financial and statistical reports as the SDE may require pursuant to Idaho Code Section 33-701(7). Peace Valley Charter School will destroy all claims or vouchers paid five years from the date the claim or voucher was canceled and paid pursuant to Idaho Code Section 33-701(8). Peace Valley Charter School will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be submitted to the State Department of Education pursuant to Idaho Code Section 33-701(9). Peace Valley Charter School will invest any idle monies as permitted by Section 67-1210 of the Idaho Code.

Tab 6 – Employee Requirements

Qualifications

Peace Valley Charter School's full time and part time staff will meet or exceed qualifications required by state law. All regular classroom instructional staff shall be certified teachers as required by Idaho Code Section 33-5205(3)(g) and will demonstrate content mastery in the teaching positions that require this designation, including Special Education teachers. These teachers will meet the qualifications outlined on the State Department of Education's website and documentation, and all teachers will be Highly Qualified. School Administrator will hold an ISDE Administrator Certificate.

- Teachers will possess an Idaho teaching certificate, permit, or other document equivalent to that which a teacher in other Idaho public schools would be required to hold as well as be highly qualified as defined by Peace Valley.
- All applicants must complete a standard employment application and interview process.
- All applicants selected for employment shall submit a criminal history check pursuant to Idaho Code 33-130, comply with Idaho Code 33-1210 (information on past job performance), and meet final Board approval pursuant to Idaho Code 33-513.
- Teachers must have completed Waldorf training, be in an approved Waldorf training program or begin Waldorf certification within two years of being hired. See details in Appendix L.

To engage wider participation from parents, extended family and the greater community, Peace Valley reserves the right to hire any individual identified as possessing a particular talent or skill for temporary or part-time assistance under the direct supervision of certified staff members. This provision is intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity and expertise, and allows PVCS to draw upon the wealth of knowledge and experience found in the community by individuals who may not hold a teaching certificate. The ultimate goal is to employ highly qualified educators as defined by the SDE and as appropriate to the position. All staff, whether temporary or permanent, will be required to pass a background check.

Background Checks

All employees, subcontractors, board members, and volunteers who have unsupervised contact with students in a PK – 12 school setting are required to undergo a Background Investigation Check and FBI fingerprinting in compliance with Idaho Code 33-130. Each person stated above shall turn in a completed fingerprint card to the school, which will submit this background check information to the Office of Certification at the State Department of Education. All subcontractors will pay for their own background checks.

Professional Development and Evaluations

Waldorf teachers play a unique role in Waldorf schools because they not only present lessons to a class of students, they must also act as facilitators, mentors and guides to individual students.

Peace Valley's vision is to create a climate which fosters life-long learning. As a part of this process, Peace Valley staff is expected to actively participate in continuous professional development. Professional development is an essential component in the growth, leadership, and development of excellent teachers. Peace Valley is committed to ongoing, personalized professional development for its teachers and staff. Professional development opportunities will be offered during the summer and throughout the year for all teachers and staff. Details of Professional Development and Assessment are found in Appendix L.

In addition to Professional Development opportunities, PVCS will provide faculty a Reference Library that will include original source materials and books for each grade, and the complete set of books and resources binders of the Christopherus K-6 Waldorf Curriculum for. The curriculum also comes with a subscription to their exclusive online forum that includes many requested grade specific threads as well as sub forums dedicated to The Early Years, Personal Development, Planning, Waldorf Philosophy and more. New questions and conversations paired with 5 years of archived content (2006 – 2011) provide a wealth of support for those using this curriculum.

In addition to the on-site professional development offered to all staff members, all Peace Valley teachers will participate in the Art of Teaching course prior to the school opening. This week-long offering will give all staff a great foundation, preparing them for the school year and build a stronger community. The professional development cost will be covered by the school. Details are in Appendix L.

Peace Valley also values parental input as part of the evaluation process. Parents will be given the opportunity to provide feedback on teacher performance yearly. The evaluation process will include a section for input received from parents or guardians. Each certificated staff member shall receive one written evaluation completed no later than May 1, per Idaho Code. The evaluation shall include a minimum of two documented observations, one of which shall be completed prior to January 1 of each year.

If teacher performance is deemed below expectation, the teacher will be placed on probation. With input from the teacher and guidance from the Administrator, a performance improvement plan will be developed. The teacher will be guided and mentored per the plan by the Administrator. Upon completion of the performance improvement plan, the teacher will either be removed from probation, continue probationary status, or will be terminated. The performance improvement plan will be adjusted as necessary throughout the probationary period.

Teachers will be supported, not only through professional development but through the Faculty Council and the Pedagogical Consultant. The Student Services Coordinator (Counselor) visits classrooms on a regular basis addressing teachers' unique concerns about their instruction and classroom management. This leadership team will give helpful feedback to teachers to improve classroom management and academic learning.

Professional Codes and Standards

Staff must comply with the professional codes and standards approved by the State Board of Education, including the Code of Ethics for Idaho Professional Educators outlined in IDAPA 08.02.02.076. If a staff member violates any of the Code of Ethics, the Peace Valley Charter School Board will deliberate and decide about the member's status.

Transfer Rights

Peace Valley will be its own Local Education Agency (LEA). No employee transfer rights apply between Peace Valley and any other school district.

Employee Benefits

It is the intent of Peace Valley Charter School to offer competitive wages and benefits so that it can recruit and retain talented employees. All employees who currently are members of PERSI will continue their participation. All new employees that are eligible for PERSI will become members of PERSI. All employees will contribute to the Federal Social Security System. Peace Valley Charter School will make all employer contributions as required by PERSI and Federal Social Security. In addition, the school will also pay for worker's compensation insurance, unemployment insurance and any other payroll obligations of an employer as required by Idaho Code 33-1279. Peace Valley Charter School will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits. The Board will develop a process to ensure that all eligible employees are enrolled in one of the school's health insurance plans.

Collective Bargaining

The staff at Peace Valley Charter School shall be considered a separate unit for purposes of collective bargaining.

Contracts

All teachers and administrators will be on a written contract with Peace Valley Charter School, approved by the Board. All contracts will be conditioned upon valid certification being held by such professional personnel at the time of commencement of said duties. A copy of all teacher and administrator contracts along with certificates for certified teachers and administrators will be on file in the school office. Job postings and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

Health and Safety

“The healthy social life is found when in the mirror of each human soul. The whole community finds its reflection, and when in the community, the virtue of each one is living.” - Rudolf Steiner

As outlined in the Thoroughness Standards discussed in Tab 3, Peace Valley complies with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures. The Peace Valley Board and Staff strive to create a learning environment that is conducive to active, imaginative learning. Peace Valley will provide a positive, safe, engaging school climate that includes school life, facilities, relationships, teaching and learning. Peace Valley Charter School and its staff strive to provide the best possible environment to nurture developing minds. As a seed flourishes best in fertile soil, so too will a proper environment enhance the teaching, learning, and relationships on campus. To that end, specific policies are put in place to positively impact productivity and minimize dangers to the health and safety of the students and staff.

“School climate” refers to the quality and character of school life. A positive school climate nurtures children's innate creativity to become lifelong learners who are mindful, active, and engaged citizens in our community. This is done by establishing and maintaining close relationships with students so that potential issues can be addressed promptly. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes: Norms, values and expectations that support people feeling socially, emotionally and physically safe. People are engaged and respected. Students, families and educators work together to develop, live and contribute to a shared school vision. Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning. Each person contributes to the operations of the school and the care of the physical environment.

Throughout the day, teachers respond to any issue or need that a student or students may have. For specific issues like bullying/harassment, Peace Valley will adopt policies implementing the Three Streams Approach. Similarly, suicide prevention is addressed through the relationship between teachers and students. As previously noted, teachers greet students’ at the door each day to connect with each student and take a brief inventory of his mental and physical state. Teachers will receive basic instruction in suicide detection to be able to note changes in student behavior that could be a warning sign. In compliance with Idaho Code §33-512 B, Suicidal Tendencies-Duty to Warn and Idaho Administrative Procedures Act (IDAPA) 08.02.03.160, if a student should exhibit signs of self-harm, teachers are encouraged to question the student regarding their motives and assess the course of action. If there is no immediate danger, the teacher will document the incident and speak with the parent and student, following up as necessary.

Peace Valley will maintain health records highlighting chronic issues on each student and make them available in emergencies. Emergency contact numbers will also be maintained for all students. First aid kits will be readily available at the Main Office, and a portable first aid kit will be taken on all off-campus excursions. The Peace Valley Charter Campus will hope to have an on-site nurse one day a week to oversee immunization records, health forms and monitoring of student health needs and assessments. A designated “sick-bed” for students to rest while waiting to be picked up from a parent is planned. Peace Valley Charter School will maintain a drug, alcohol, and smoke-free environment.

To reduce the risk of serious injury, staff training will be provided for emergency and first aid response on a yearly basis. All staff will be trained in emergency response protocols and will be provided an emergency response binder for use in the classroom at the beginning of each year. Staff will also be trained to identify the use of drug, alcohol, and mood-altering substances. Staff will also be trained to address health and psychological issues with the students appropriately.

Peace Valley Charter School will comply with Idaho Code Section 33-210. In keeping with the federal regulations established by the Drug Free Workplace Act of 1988, Peace Valley Charter School is committed to upholding a drug-free environment.

Pursuant to Section 39-4130 of the Idaho Code, representatives from the Division of Building Safety, Bureau of Logging and Industrial Safety, Industrial Safety Section will perform regular

inspections of the facility. By so doing, the Board will ensure the facility is in compliance with Idaho Code §39-4130 to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. The facility will pass inspection by fire and safety officials using the same guidelines for all public schools. Proper signage will be placed in key locations illustrating fire exit routes, safety reminders, restroom cleanliness, etc. Students will be periodically reminded of health and safety concerns appropriate to the season, including proper dress and slipping hazards. Fire and evacuation drills will be conducted during the first week of school, and during the first week back after extended breaks.

All visitors and volunteers will be required to check in at the office and to wear an identification badge. Student check out during the school day will require the person picking up the child to sign the child out at the office and to produce appropriate photo identification. Peace Valley will provide parents and students copies of the policies prior to the commencement of the school year. Parents will be required to affirm they understand these rules before enrolling their student and sign that they received a copy at the mandatory Parent Meeting. Teachers and staff will meet with students individually or in small groups to address any issues that arise. If a problem continues, the teacher will contact the student's family and may request a parent/guardian-teacher conference.

Bullying and Harassment

Peace Valley defines bullying as a pattern of aggressive, intentional or deliberately hostile behavior that occurs repeatedly and over time. Bullying behaviors normally fall into three categories, physical, emotional, and verbal; and may include, but are not limited to, intimidation, assault; extortion; oral or written threats; teasing; putdowns; name-calling; threatening looks; gestures, or actions; rumors; false accusations; hazing, social isolation, relationship abuse, sexual assault and cyber-bullying.

Cyber Bullying

Peace Valley defines cyber bullying as bullying using technology or any electronic communication. This includes, but is not limited to, electronic mail, internet communications, instant messaging, posting on social networking sites, or facsimile communications. Cyber-bullying includes creating a web page or blog in which the creator assumes the identify of another person, the knowing impersonation of another person as the author of posted content or messages, or the distribution by electronic means or communication of messages that meets the definition of bullying above, whether distributed directly or creating a posting that may be accessed by one or more persons. Since most cyberbullying takes place off school grounds, for the school to intervene and discipline the administrator must make the determination the cyberbullying has adversely affected the educational environment and that, because of the cyberbullying, there is an imminent threat to the safety of a student or to the school learning environment. For more details see the Parent/Student Handbook Appendix O.

Media Viewing Policy

The cumulative effect of repeated exposure to television, video games, movies, radio and computers can negatively impact a child's development, especially during important early years. It

is well documented that media exposure in early childhood causes developmental damage to the brain and central nervous system. Both the National Association of Pediatrics and the National Association for the Education of Young Children have established guidelines for media exposure which are very similar to Peace Valley's. It is encouraged that before sixth grade, electronic media (video games, tablets, phones, computers, etc.) be eliminated from the child's life. After sixth grade, this exposure should be kept to a minimum (and not allowed on school days). With older children, it is important to review movies beforehand and discuss the content afterwards. Eliminating television from a child's life may seem like a radical step at first, but families who do it say that it significantly improves the child's attitude at home as well as at school. Ongoing workshops will inform and support this policy. (Parent Student Handbooks Appendix O)

Disciplinary Procedures

Peace Valley's intention is that violations of PVCS's Code of Conduct, particularly any conduct that could lead to suspension or expulsion, might be detected early and remedied in accordance with the school's disciplinary plan before such action would need to be taken. However, Peace Valley recognizes its responsibility to provide a safe environment conducive to learning for all students. If the class teacher is not able to handle the situation alone and prevention of the behavior has not succeeded, this course of action may be taken:

1. If the child involved has been identified as disabled, a determination will be made as to whether the behavior in question is a manifestation of the child's disability, and appropriate care will be taken to comply with IDEA in any disciplinary actions.
2. All teachers who are involved with the student would meet in Faculty Council to discuss the concerns.
3. All teachers would pay attention to the student in question over a course of time determined by the council before meeting in council again.
4. At the end of the designated time, a second Faculty Council will discuss what the next course of action should be to ensure the student's success in correcting the problem.
5. The parents and student may be invited to attend a meeting with the Faculty Council and Administrator to discuss the problems needing attention. A plan of action may be written and implemented by teachers and parents in an effort to remedy the problem.
6. In cases where student behavior poses an imminent harm to fellow students or members of the Peace Valley community, as outlined in the Suspension and Expulsion Policy and Procedure, the Administrator may consult with the relevant class teacher, student and parents, and make an immediate plan of action, which may include suspension or expulsion if necessary. The above steps would then be followed in order to determine how to most appropriately support the student's re-entry into the classroom.
7. If these efforts fail and the problem continues, the Administrator will notify the parents in person or by phone or email if the school intends to suspend the student. In the event of suspension/dismissal the PVCS staff will act in accordance with IDEA and all other applicable state and federal laws. Further all suspensions and expulsions shall be conducted in accordance with the published PVCS Suspension and Expulsion Policy and all applicable State and Federal laws to ensure that the student's property right to an education and due process rights are duly protected.

If expulsion is deemed necessary by teachers and Administrator, they will petition the Governing Board for expulsion in accordance with PVCS's Policies and Procedures Governing Suspension and Expulsion. Expulsion (Idaho code 33-205) by the Peace Valley's Board of Directors will be done by written notice to the Parent/Guardian of the pupil stating the grounds for expulsion and the time and place where the Parent/Guardian may appear to contest the action of the Board.

There is a zero-tolerance policy regarding the possession, handling, or transporting of any deadly or dangerous object while engaged in a school activity, on school property, and/or while riding school-provided transportation. A dangerous object is defined as any object used in a dangerous and/or inappropriate manner that may cause harm to a person or property, as defined in Section 921 of Title 18 of the United States Code.

Violation of the weapons policy will result in immediate suspension and possible expulsion as determined by the Board on a case-by-case basis. The suspension and expulsion includes participation in any school activity on school property. The suspended or expelled student may not be present on school property at any time. This may be modified only by the Board on a case-by-case basis. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board; but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

Per Idaho Code 33-205, the school's Board of Directors may deny enrollment to Peace Valley Charter School to any student whose conduct is continuously disruptive of the school spirit, as determined by the Board.

Contacting Law Enforcement and student's parents

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency is to be notified immediately. The administrator or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The administrator or his/her designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials. Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws, and student handbook rules. The policy will be included in the student handbook (Appendix O) and on the school's website.

Tab 7 – Admissions, Discipline, Student Policies

Enrollment

Anticipated initial enrollment is 320 K-6 students; adding 2 new classes a year (one additional lower grade and one upper grade) to reach capacity of three Kindergarten classes and two classes for 1st through the 8th grade. Peace Valley has an enrollment cap of 540 students for grades K-8. If there is demand to open more grades after the initial year the Board will consider accelerating the growth timeline but will not exceed the enrollment cap without permission from the Authorizer.

PVCS Governing Board is confident its initial enrollment can be reached based on the strong desire for a school integrating Waldorf principles in the Treasure Valley by families locally, nationally and internationally. Peace Valley has received strong support in the last 10 months, without a concerted marketing campaign, and is confident the initial enrollment can be reached.

	Year 1	Year 2	Year 3	Year 4	Year 5
K	60	60	60	60	60
1	60	60	60	60	60
2	56	60	60	60	60
3	54	56	60	60	60
4	30	56	60	60	60
5	30	30	60	60	60
6	30	30	50	60	60
7	0	30	30	52	60
8	0	0	30	50	60
Total	320	382	470	522	540

Admissions Procedures

Peace Valley shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to Peace Valley for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. The enrollment window and deadline will be established by the Governing Board of Directors each January for the upcoming school year. Peace Valley Charter School will comply with Section 33-5205 (3) (j) Idaho Code. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Peace Valley Charter School. In the case of a family with more than one (1) child seeking to attend Peace Valley Charter School, one written request for admission must be submitted on behalf of each sibling. If the initial capacity of Peace Valley Charter School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to PVCS.

Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by Peace Valley Charter School shall be permitted in the lottery. Written requests for admission received after the established enrollment deadline and those students requesting transfer to PVCS during the school year will be added to the bottom of the final selection list for the appropriate grade.

Returning students will not need to reapply each year, but will need to indicate a commitment to return by signing a form by the enrollment deadline to secure a spot for upcoming school year. Peace Valley will be open to all students on a space-available basis. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out-of-state students will be enrolled. Peace Valley will follow the equitable selection process that is outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer.

Peace Valley Charter School will take the following steps to ensure the primary attendance area is aware of the enrollment opportunities at Peace Valley Charter School (per Section 33-5205 (3)(s) Idaho Code). While taking into consideration the language demographics of the attendance area (Appendix D), at least three (3) months in advance of the enrollment deadline established by Peace Valley each year, information will be posted in highly visible and prominent locations within the area of attendance. In addition, Peace Valley shall ensure that such process includes the dissemination of press releases and/or public service announcements, to media outlets that broadcast within, or disseminate printed publications within the attendance area for Peace Valley. Peace Valley Charter School will ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. The outlets chosen for dissemination of information will be focused on the age range of students for which the greatest number of openings is anticipated.

Admission Preferences for Initial Enrollment

If the initial capacity of Peace Valley Charter School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Peace Valley. Peace Valley Charter School will follow Idaho Code Section 33-502 (j). Prospective students will be placed in priority groups as follows:

1. **First Priority:** The first priority group of Peace Valley will include the children of full-time employees and Founder's children (provided that this admission preference shall be limited to not more than ten percent (10%) of Peace Valley's enrollment). See Appendix E.
2. **Second Priority:** The second priority group is siblings of pupils already selected by the lottery.
3. **Third Priority:** The third priority group is students who reside in the primary attendance area of Peace Valley Charter School.
4. **Fourth Priority:** The fourth priority group includes students who reside outside of the primary attendance area of Peace Valley Charter School.

Admission Preferences for Subsequent Enrollment Periods

1. **First Priority:** Pupils returning to Peace Valley Charter School in the second or any subsequent year of operation. Returning students who have filled out the intent to return form are automatically enrolled in the appropriate grade and do not need to be selected by lottery.

2. **Second Priority:** To children of founders and full time employees provided that this admission preference shall be limited to not more than 10% of school enrollment.
3. **Third Priority:** Siblings of pupils already enrolled in Peace Valley Charter School.
4. **Fourth Priority:** Prospective students residing in the primary attendance area of Peace Valley Charter School.
5. **Fifth Priority:** Prospective students residing outside the primary attendance area of Peace Valley Charter School.

Proposed Attendance List for Lottery

Peace Valley Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Proposed Attendance List for Lottery.

Equitable Selection Process

Peace Valley Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Equitable Selection Process.

Final Selection List

Peace Valley Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Final Selection List.

Notification and Acceptance Process

Peace Valley Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process.

Subsequent School Years

Peace Valley Charter School will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years.

Waiting Lists

Once the equitable selection process is conducted each year, waiting lists for each grade will be developed. Students will be placed on the list according to the order they were drawn for their respective priority group. Those lists will be used to fill available spots until the next equitable selection process is conducted. If a student or the student's parent or guardian does not accept an offer of enrollment by the date designated, the student's name will be removed from the list and the next eligible student will be offered the seat. Students who wish to transfer to Peace Valley during the school year will be placed on the waiting list for the appropriate grade level. Waiting lists will not carry over from one year to the next.

Public School Attendance Alternative

Not applicable

Denial of Attendance

In accordance with Idaho Code 33-205, the school's Board of Directors may deny enrollment or may expel or deny attendance to Peace Valley Charter School to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public

school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board, but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause. The process for expulsion and denial of attendance is in Tab 6 under Student Discipline. For Special Education cases, refer to Tab 3 under Special Education Services.

Student/Parent Handbook

To ensure that both parents and students understand the expectation for students at Peace Valley Charter School, parents will receive a student handbook at the mandatory parent meeting at the beginning of the year and will sign they have received a copy, and it will be posted on the school's website. See Appendix O for the draft student/parent handbook. The handbook will be finalized once the administrative team has been hired and before the first school year starts

Tab 8 – Business Plan, Transportation, School Lunch

Business Plan Description

Peace Valley Charter School is organized exclusively for charitable purposes, under Idaho non-profit statutes. The Articles of Incorporation for Peace Valley Charter School as filed and approved by the Secretary of State for the State of Idaho on November 8, 2016 can be found in Appendix A. The Non-Profit Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Charter Schools face the challenges of tight budgets resulting in part from not having access to the local taxes that traditional public schools enjoy, and having to pay for facilities from the reduced amount. The non-profit status is important in accessing contributions from entities that offer grants and donations to the programs of public charter schools. Peace Valley's 501c3 status is in process and should be received from the IRS by late September.

Peace Valley will operate as a public charter school of choice and is required to follow most, but not all the rules and regulations of traditional schools. It will educate students in the Treasure Valley incorporating the core principles of Public Waldorf education. Peace Valley Charter School will initially serve kindergarten through sixth grade beginning in August 2018, and grow to include seventh and eighth grades. Peace Valley will be located within the Boise School District boundaries and plans to serve students from the Boise and West Ada School Districts.

Peace Valley's objective is to develop students into lifelong learners who are mindful, active, and engaged global citizens. This will be achieved by providing a developmentally appropriate education, using a rigorous curriculum brought to life through instruction using arts and nature to inspire the innate curiosity and creativity of students.

Peace Valley is committed to sound management practices and a conservative fiscal approach to assure the viability and long-term sustainability of the school. Peace Valley will prioritize strong leadership and emphasize the need to recruit, train, and retain highly qualified and committed faculty and staff.

Pre-Opening Plan and Timeline

Marketing Plan

Competitive Analysis - There are no schools that offer a curriculum guided by Public Waldorf Education in the area to be served. There are many private pre-schools with similar values but families don't currently have an option beyond Kindergarten. Peace Valley offers a unique educational option for Treasure Valley families wanting a focus on developmentally appropriate educational principles.

As stated in Tab 2 regarding demand, the desire for this educational option has been steadily growing in the Treasure Valley for the past five years and had had lots of support through local Waldorf based co-ops and playgroups. Building on this strong foundation, Peace Valley started marketing in 2016 through a family lantern festival on November 11th. (See Appendix N for Outreach details). Although many families currently cannot wait to enroll in the school, constant student recruitment and retention is a top priority of the school. The Board and the school administration will employ the most successful marketing strategies in order to reach out to families in our community. The foundation of Peace Valley's marketing strategy has been built on social media, electronic communication and a series of Open Houses. With over 550 current social media followers, a number that grows daily, families and students in the area are kept up to date with Peace Valley's progress and educational values.

Information about the school, including announcements regarding registration and lottery will be disseminated via social network channels such as Facebook, Instagram, and Twitter. This strategy of communication will be coupled with a grass-root, feet-on-the-ground approach to recruit students, which is the foundation of building real relationships with families. The marketing campaign understands the personal nature of human interaction and will leverage relationships so that early advocates of the school help sell the school to friends and family. Founders and volunteers on the Marketing Committee will manage marketing efforts throughout the petition process, during pre-opening, and during the first year of operation. Through our aggressive marketing plan, PVCS aims to create strong relationships with local neighborhoods and non-profits, working with families to make them aware of this new school option. The Pre-opening timeline is included as Appendix K.

A Marketing Committee has been formed and is working to promote a consistent message linked to Peace Valley's vision, mission, and values with the goal of engaging parents, board, staff, students, and community members. The Marketing Committee includes at least one Board Member, two founders who are marketing professionals and other volunteers who will continue to communicate Peace Valley's mission, using a variety of communication modalities. Media coverage and marketing will utilize as many free or low-cost options as possible, and will ensure universal access. The various budgets reflect the line-item expenditure to fund the various marketing efforts. Various people and companies have already donated free printing and graphic art services. An article has recently been published by Meridian Press (http://www.mymeridianpress.com/news/peace-valley-founders-propose-to-open-treasure-valley-s-first/article_74c1d580-6424-5877-99e6-b1a851194a9f.html)

Peace Valley will continue to collect data from the public at informational events, and will monitor public comments on Facebook to inform decision making throughout the pre-opening timeline (Appendix K). Marketing to local preschools that align with Peace Valley's mission and vision has begun and will continue. Events already completed: March- Simplicity Parenting Presentation open to the public; April-

Open House and Kite Making; May Fair family festival held in a local park and monthly participation in the Farmer's Markets June-September.

Prospective students are given the opportunity to enroll regardless of race, color, nationality or ethnicity, religion, gender, social or economic status, or special needs. The advertising process for PVCS includes all current requirements as stated in Idaho Code § 33-5205. PVCS takes into consideration language demographics of the attendance area and disseminates information accordingly. Peace Valley may recruit students for enrollment by, but not limited to, the following:

- Utilizing PVCS's marketing committee-for advertising to all demographics of families
- utilizing the school website, as well as social networking tools
- posting advertising materials in prominent locations within the District
- utilizing the media through press releases and articles, word-of-mouth referrals
- developing a multimedia advertisement campaign

Post-Authorization Media outreach examples include:

- Strategies for Reaching At-Risk Youth and Underserved Families
 - Information booth at community events
 - Information at neighborhood retail spaces
 - Neighborhood Canvas
- Community calendars on television, internet, websites and radio including Spanish-language stations
- Ads/articles in local newspapers or other print publications
- Follow up with Boys and Girls Club for potential families
- Connect with local YMCA programs nearest the location
- Continue collaboration with Agency for New Americans
- Open houses, parent education events, and festivals
- Information tables at local events/festivals.
- School website (peacevalleycharter.org) as well as Facebook (www.facebook.com/boisewaldorf)
- Public presentations: Chambers of Commerce, Rotary, news/radio, etc
- Development and publication of news releases

Peace Valley is fortunate to have several founding and Board members and volunteers who are fluent Spanish speakers, so it is well prepared to share its vision in Spanish. To ensure all prospective students and families are reached with the marketing plan, including at-risk and non-English speaking students as well as underserved students (Idaho Code § 33-5205) the marketing committee will specifically target outreach to these groups as follows:

- 1) Form partnerships with groups who can help us to effectively deliver our message to the non-English speaking community including: the Idaho Office on Refugees, Idaho Commission on Hispanic Affairs, the Idaho Hispanic Chamber of Commerce, Agency for New Americans and other groups. (Beginning in Summer 2017)
- 2) Provide press releases in Spanish to (local Spanish language publications) and public service announcements to Spanish language radio stations. (Ongoing pre-post opening)

- 3) Post enrollment information and forms posted in Spanish on the PVCS website. (Fall 2017)
- 4) Post advertising print and electronic materials in English and Spanish in prominent locations (i.e. the libraries, churches, hospital, clinics, preschools) (Fall 2017)
- 5) Provide materials in Spanish at all public events, whenever English materials will be distributed. (Fall 2017)
- 6) Advertising materials will state Peace Valley's non-discrimination policy (Summer 2017)
- 7) New website design will also include a Spanish version. (Summer 2017)

Marketing Committee Timeline

	Sept. 2017	Oct. 2017	Nov. 2017	Dec. 2017	Jan. 2018	Feb. 2018	March 2018	April 2018	May 2018
Lottery Applications									
application period begins				X					
application period ends					X				
winners announced					X				
Emailers									
notification after hearing		X							
monthly update of progress			X	X	X	X	X	X	X
Farm to Table Dinner									
invitation out	X								
guest list finalized		X							
event		X							
Silent Auction									
online auction set up	X								
publicity push for auction		X							
auction items in and grouped		X							
auction start		X							
auction finish		X							
Direct ask									
direct ask structure finalized				X					
direct ask information sent out					X				
direct ask follow ups						X			
Idaho Gives									
get PVCS set up - webinar					X		X		
set Committee					X				
event									X
Public Notification of Lottery									
have plan set (including meetings, publicity to several population groups)		X							
plan implemented			X						
Mayfaire									
set committee					X				
event									X
Farmer's Market									

	Sept. 2017	Oct. 2017	Nov. 2017	Dec. 2017	Jan. 2018	Feb. 2018	March 2018	April 2018	May 2018
booth		X							
booth		X							
Grants									
completed list			X						
Recognition									
strategy for tiers completed			X						
Passive Fund Raising Support									
local business for donations list completed						X			

Management Plan

Peace Valley is formally organized as a non-profit corporation pursuant to the Idaho Nonprofit Corporation Act, Idaho Code 30-3-1 et seq., and will be operated in accordance with the requirements of that act. Peace Valley is organized to operate a public charter school in Idaho and will be operated in accordance with the Idaho Public Charter Schools Act and other laws applicable to the operation of Idaho public entities.

The Governing Board is the entity that is legally obligated to oversee the organization's activities. The Governing Board members are responsible for ensuring: the success of Peace Valley's academic program, that the school's programs and operations are faithful to its charter's terms, and that the school is a viable organization. (See Appendix E for Board resumes) Its primary functions involve:

- ensuring that the activities of the school align with its mission and vision
- creating a strategic plan for the school
- ensuring compliance with all relevant state and federal regulations
- enacting and exercising oversight over the budget to ensure the responsible management of public funds
- overseeing fundraising and marketing activities of the school
- being responsible public servants who represent the school and community well
- creating policies to guide the practices and procedures followed at the school

The Board of Directors is responsible for financial and legal requirements of Peace Valley including the annual budget, expenditures, and legal compliance with local, state, and federal regulations. The President shall sign employment contracts and ensure compliance with state and federal regulatory agencies. The Board of Directors will have the responsibility to approve the selection of the school Executive Director. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Administrator with respect to changes in staffing, program, discipline or curriculum. The Board will, when necessary, adjudicate disagreements between parents and the administration.

Upon approval of a charter, the Board will develop a policy manual which shall include policies for: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy - or both. The Board of Directors will serve as the liaison between Peace Valley and the Authorized Chartering Entity.

Administrative Roles and Responsibilities

Contractual services

Financial services will be contracted out to licensed and bonded entities. As contractual services are considered, additional funding sources will be utilized to include state allocations per pupil, federal start-up grants, private grants, business partnerships and donations.

Executive Director

Peace Valley intends to hire an Executive director as a half-time position year one to develop to full-time. The Executive Director will work with the Governing Board to assist in implementation and oversight of its mission and vision. It will also support the Family Council and the school's Development functions to advance the school's financial and facility goals and adhere to its mission and vision.

The Executive Director will also represent Peace Valley within the community. The Executive Director will begin work on a contract basis after authorization to help implement Peace Valley's startup, as detailed in the timeline. To the extent administrative services exceed the capabilities and capacities of the Executive Director, the Board of Directors reserves the right to retain contracted professional services on an as needed basis.

The Executive Director will be authorized, subject to budgetary limitations, to hire and supervise other staff such as an office manager, receptionist, clerk. The Executive Director will also be authorized to contract for required services including, but not limited to, transportation, special education, faculty professional development, faculty training, equipment, supplies, and other budgeted expenses, subject to the limitation that all expenditures exceeding \$14,000.00 shall be subject to the approval of the Board of Directors.

The Administrator

As the day-to-day leader of the school, the Administrator must embody the school's vision, mission, and goals and translate them into effective policies and procedures. The Administrator is responsible for instruction and curriculum, personnel decisions and hiring, and legal compliance. The Administrator shall chair a hiring committee responsible for the hiring of all certified professionals and shall have supervisory responsibility for all such professional employed by Peace Valley.

Peace Valley's Administrator will have both the autonomy and accountability necessary to determine Peace Valley's day-to-day operations subject to the policies, plans, and programs established by the Board of Directors. The President will maintain oversight authority over the operations, but will not interfere unnecessarily in the Administrator's day-to-day management. Specifically, the Administrator will:

- Work with the Executive Director to ensure that PVCS activities are aligned with the mission and goals set forth by the Governing Board.

- Oversee the development and implementation of curriculum and assessment
- Supervise and evaluate PVCS teaching staff
- Meet regularly with Faculty with weekly in-class visits
- Oversee student enrollment process and development of class schedules
- Periodically teach students
- Work with the Pedagogical Team to oversee teacher training and evaluation
- Coordinate, maintain and report student assessment data
- Ensure compliance with all relevant State and Federal Regulations
- Coordinate fire and other drills and implementation of emergency procedures
- Oversee all school-sanctioned fund-raising activities

Although the search for an Administrator will begin upon authorization. It is anticipated that anyone hired will be on contract at another school through 2017-2018 school year. Therefore, the Governing Board, Executive Director and Committees will take on the pre-opening work. An Open House will be planned before school starts to allow families to meet the Administrator and begin building this important relationship. The Administrator will also be invited to Professional Development training in the summer and other opportunities to know the Board, staff and families.

School Financial Plan

The Governing Board will be responsible for Peace Valley's financial management. The Board of Directors' role in financial management will include, but not be limited to, the following:

- Establishment of operating and capital budgets
- Long-term financial planning and preparations
- Monthly review of budget-to-actual financial performance, providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget
- Monthly review of cash flow projections
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls
- Approval of all expenditures in excess of \$14,000.00 coupled with a monthly review of Peace Valley's general register to verify compliance with expenditure-related policies established by the Governing Board.
- Engagement on an as-needed basis, as determined by the Board of Directors, of accounting and/or bookkeeping professionals to meet Peace Valley's needs in monitoring financial performance and ensuring financial viability and success.

The Start-up budget and assumptions are found in Appendix G

Three year operating budget forecast is in Appendix H

The Breakeven budget is in Appendix H

A copy of the estimated first year month-by-month cash flow is contained in Appendix I.

Budget

The budget will be prepared in compliance with Idaho Code Section 33-801 and rules of the State Board of Education, will be presented at a public hearing in June of the year the school will open, and

will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the public on the school Website. The budget will be prepared, approved and filed using the required Idaho Financial Accounting Reporting Management System (IFARMS) format.

Start-Up and Long-Term Budget: An initial budget with forms, three-year operating budget, and first year month-by-month cash flow form are attached. See Appendices G, H and I.

Income Sources

Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships and donations. The fundraising committee, along with a grant writer, has already identified several potential sources of additional funding and will prepare proposals pending the school's approval by the authorizing chartering entity. However, the general budget is prepared assuming no soft money, and based on State funding.

Expenditures: Purchasing Process

The Executive Director will determine procedures for procuring goods and services with approval from the Governing Board of Directors.

Payroll Processing

Peace Valley will outsource its payroll processing to Red Apple the initial year, as determined by the Administration and with approval from the Governing Board of Directors. However, if it is more cost-effective and can be capably handled internally, payroll shall be handled by the Administrative support personnel as retained by the Administrator pursuant to the authority set forth above. PVCS will review the best payroll method on a yearly basis.

Financial Management

Accounting records will be kept in accordance with GASB principles. Peace Valley will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Board of Directors will be responsible for financial management.

Revenues

Estimates of funding sources will include state allocation as based on the Support Unit Calculation for Charter Schools. Peace Valley will notify the Idaho Department of Education's School Achievement and School Improvement, in writing, of its intention to apply for Federal Title I funds if it appears there are sufficient students to qualify. The school will develop and implement an approved Consolidated Plan that details the programs. This plan will include, but not be limited to, a Parent Involvement Policy, Parent Compacts, participation in the state assessment and accountability system, highly qualified staff, and a scientific research-based program of support for academically at-risk students. Federal funds for Title I, Title IV-B, and the child nutrition program (if sought) will be calculated through the prescribed formulae. Peace Valley will follow this or a similar process for revenues:

1. Revenues will be received by the accountant/business manager, who will record the transaction in the proper account and will provide a receipt for the revenue.
2. The Executive Director and Governing Board of Directors will also review the record of revenues and will approve the transactions.

The preparation for and the review of the annual financial audit will provide an additional financial safeguard. Purchasing procedures will be in compliance with State Law, Idaho Code 33-601. The board will develop and implement policies and procedures before February 1 of the opening year. Purchases of goods or services by Peace Valley will follow state guidelines provided by the Idaho Department of Administration, Division of Purchasing. Peace Valley will adhere to the policies as explained in Idaho Department of Administration's Purchasing Guides or other state purchasing guidelines that the department may publish in the future to supplant these guidelines. The Business Manager will prepare monthly financial reports for the Board that will include the dispersal of funds for the purchases. The yearly financial audit will also review the purchase as an additional safeguard.

Reports and Audits

Peace Valley will conduct an independent financial audit annually. A yearly independent audit will be performed as required by Idaho statute regarding audit reporting. The Business Manager will provide a monthly cash-flow report and balance sheet to the Board of Directors that details revenues and expenditures for the previous month. The budget will be in the Idaho Financial Accounting Reporting Management System (IFARMS) format.

Fundraising

The marketing and Development Committee, led by Board Member Jo Burgoon, has created a multi-tiered fundraising plan that begins in August 2017 and will continue during the pre-opening year and beyond. It includes a private donor campaign, grant writing, special events and family festivals. Founders and supporting families have already helped compile a list of potential donors, both private individuals and businesses. (See Appendix N for details on pre-opening details)

When charter authorization and 501c3 status (expected 11/2017) are completed, the Committee will begin meeting with the list of business owners and private individuals to further PVCS's financial goals. The Governing Board and the Executive Director, with the support of the Family Council, will be responsible for fundraising efforts, if implemented, to generate capital or to supplement per-pupil allocations. The Peace Valley fundraising strategy combined with state student funding revenue will create financial sustainability for the Charter School. Peace Valley's proposed budgets are based on state provided income. However, Peace Valley's educational model supports Early Childhood education (Preschool ages 3-5), afterschool enrichment programs and yearly family festivals. All of these have their own educational goals and objectives and will be run completely separately from Peace Valley Charter School's finances and staff. These programs will donate a portion of their revenues to Peace Valley on a yearly basis. Separate from these sources of income, fund development is an ongoing process and will become part of the Strategic Plan and should be reviewed and updated on a regular basis by the Governing Board's Development Committee. Peace Valley's fundraising plan will identify who is responsible for fundraising, how fundraising benefits the school and community, what resources are available, and how to develop a fundraising plan. Fundraising is a shared responsibility. The school's viability does not rely on fundraising and all budgets are predicated on projected SDE funding.

The school's fundraising philosophy will be through direct ask campaign at the start of the school year to fund areas non-critical to the school's functioning and viability. The Family Council may conduct fundraising events throughout the year. The Executive Director, and if applicable Development Director,

in conjunction with the Board will apply for identified grants and oversees an annual fundraising campaign to provide resources for expenses not allowed for by state funding, i.e. facilities purchase. The Board will assume responsibility for developing a Fundraising plan, and revisit and update it annually. Peace Valley's fundraising strategy combined with student funding revenue will create financial sustainability for the school. Peace Valley's fundraising objectives may include major gifts, annual fund campaign, special events, foundation grants, partnership fundraising options, and other activities as needed.

Special Events

Festivals are an integral part of Peace Valley's educational philosophy. First and foremost, they are community wide events centered on a season that coincide with the students' educational experience. Students prepare for these festivals throughout the year through dance, crafts, singing etc, although there are many smaller festivals throughout the year that are school focused. Mayfaire and WinterFaire are schoolwide, communitywide celebrations that will be celebrated every year. They involve food, games, music, dancing, crafts and a silent auction. These events are a chance to connect to the wider community and share a common experience. Because of their size and nature, they are naturally a source of funds.

Special Events, in addition to raising money for the school, has the potential to be used to provide good publicity and public relations. Peace Valley intends to hold two annual Special Events, Winter Faire in December and May Faire in May.

Transportation Plan

Peace Valley will offer transportation services for students from the initial opening of the school for students in the primary attendance area in accordance with Idaho code 33-1501-1514. This is to ensure that lack of transportation will not negatively affect potential students for whom transportation may be a barrier to attendance. These services will be contracted out through a contractor. At the appropriate time, Peace Valley will follow transportation bidding process as per Idaho Code. First Student has provided an initial quote for services at \$35 per hour based on approximately 5 hours per day, 5 days a week for 38 weeks proposed service for 1 bus..See Appendix F.

To be eligible for transportation services, students must reside within Peace Valley's primary attendance area and they must live more than one and one-half miles from the facility. In accordance with Idaho Code, students who live less than one and one-half miles from the nearest established bus stop must provide their own transportation to the bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and nearest public road to the nearest door of the building or the bus stop, as the case may be. Peace Valley may transport any student a lesser distance when in its judgment, the age, health, or safety of the student warrants it. A daycare center, family daycare home, or a group daycare facility, as defined in section 39- 1102 of Idaho Code, may substitute for the student's residence for student transportation to and from school. Peace Valley will not transport students between childcare facilities and home, in accordance to 33-1501 of Idaho Code.

The Governing Board may approve additional transportation services, under its discretion, if fiscally viable under school budget. Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services, and financing.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. The service may be contracted following the transportation bidding process as per Idaho Code. Transportation for field trips, excursions, and extracurricular activities will be provided by the school through contracted services.

Student Travel for Extracurricular Activities, Field Trips, Etc. Unless other travel arrangements are authorized, students will board the bus at the school, which is designated as the point of origin for the trip, and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students. The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

School Lunch Program

Peace Valley will contract with an outside vendor to provide nutrition services, in accordance with federal requirements, during the first year of operation. The Board of Directors will thereafter survey families annually and discuss whether a school-sponsored lunch program would be feasible with consideration to facilities, needs, interests, and finances. The Board will approve policies for determining eligibility of students for free and reduced-price meals. Verification reporting and record-keeping will be filed with the Idaho State Department of Education in accordance with state and federal law. Peace Valley will collect free and reduced data annually by individual FRL forms and through Direct Certification if participating in the National Lunch Program. Peace Valley will attend mandatory State nutritional training meetings and ensure that Peace Valley follows all required laws and procedures.

Peace Valley is committed to modeling the values taught in its farm and garden sustainability arts curriculum. Its goal is to have students learn to plant, grow, harvest and prepare organically grown food using biodynamic practices. Ultimately, Peace Valley would like to provide healthy, organic lunches from these efforts once the infrastructure and the means to properly provide farm to table lunches is in place and be able to offer free and reduced lunch to students.

Tab 9 – Virtual Charter Schools

Not Applicable

Tab 10 – Business Arrangements, Community Involvement, School Closure

Business Arrangements

1. Peace Valley is a member of the *Alliance for Public Waldorf Education*. This membership provides access to professional development, networking, consulting, legal assistance and CCSS aligned curriculum and lesson plans. See Appendix F for Alliance Member Schools 2017.
2. Michael Wright of *Giza Development* based in Bountiful, UT is an experienced Charter School developer will potentially purchase property and finance the site development of portables and then for a new facility and lease it back to PVCS with the intention to buyout the lease in five years or less. There are also details for loaning funds for the pre-opening year. See details in Appendix F.
3. Lease agreement is being discussed with cousins Andy and Chuck Mehl who are the legal representatives of the *Simunich* homestead located on 2521 W. Victory road in Boise
4. *Yorgason Law* has agreed to provide legal services. See letter in Appendix F
5. Conversations have been started with both the *MK Nature Center* and the *Foothills Learning Center* to collaborate on nature-based education. No formal agreements have been reached.
6. Agreement with Red Apple Financial for Back-Office, Business Manager services.
7. Quote for transportation services has been procured with *First Student*. Appendix F.

Termination of the Charter

Peace Valley will follow all closure and termination procedures as outlined in the Idaho Public Charter School Commission’s Closure Protocol. In case of termination, the Chair of the Board of Directors will be responsible for the dissolution of the school and will cooperate with the Idaho Public Charter School Commission. The Board will follow all state and federal laws regarding the dissolution of a non-profit corporation and arrange for the liquidation of assets and dispersing of funds to creditors. When the Board determines that the school will be terminated, the Chair will execute the termination.

The Chair will arrange for the sale of the assets and will use the proceeds to pay creditors. Within a month after the determination to dissolve the school, the Chair will contact the parents of past and present students informing them of the process to obtain student school records and/or to which school the records should be forwarded. The school will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where and how long the records will be stored after dissolution. The school will send the records to the school requested by the parents. Parents can either email or send written instructions. Within two months after the final school year, the Chair will direct the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit. The school will maintain a Facebook page, Instagram account, and Twitter account stating whom to contact for student records.

The Chair will direct all personnel records to all former employees of the school. All former employees shall receive their personnel records within one month after the final school year. Employee records will be stored in a secure location for the legal limit. The Chair will arrange for the sale of the assets for distribution of all assets and/or proceeds therefrom pursuant to the requirements of Idaho Code 33-5212(2). Once appropriate assets have been used to pay creditors, the school will redistribute the remaining assets to the Public School Income Fund, in accordance with the requirements of Idaho Code 33-5212(2). Any assets bought with federal funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors. All remaining funds will be turned over to the Public School Income Fund in accordance with the requirements of Idaho Code 33-5212(2). Peace

Valley will fund and complete a final fiscal audit. The audit will be submitted to the Idaho Public Charter School Commission and the Idaho State Department of Education.

Additional Information

Additional information can be found in the Appendices:

- Articles of Incorporation and Bylaws
- Elector Signatures
- Attendance Map
- Board Resumes
- Contracts and Leases
- Pre-Opening and Three Year Budgets
- Monthly Cash Flow
- Facilities Details
- Pre-Opening Timeline
- Professional Development Plan
- Curriculum Alignment
- Outreach Activities
- Student Handbook Draft
- Reference List of Petition Citations
- Parent Survey Data

Tab 11 – Regional Professional Technical Schools

Not Applicable

Appendix D: IPCSC Closure Protocol



Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

pcsc@osbe.idaho.gov

Alan Reed, Chairman

Jenn Thompson, Director

Purpose

This document provides guidance on the public charter school closure process.

Authority

Title 33, Chapter 52 of Idaho Code, known as the Charter School Act provides for public charter school operations based on a contractual agreement between a charter school board of directors and a state authorized chartering entity, such as the Idaho Public Charter School Commission (IPCSC).

Operating contracts, known as Performance Certificates are granted by state authorized chartering entities to the governing board of a non-profit corporation that serves as the charter holder. Performance certificates are limited to five-year terms.

Closure protocol is enacted when:

- an authorized chartering entity chooses to non-renew a school's charter pursuant to I.C. § 33-5209B;
- an authorized chartering entity chooses to exercise its right to revoke a charter pursuant to I.C. § 33-5209C; or
- a charter holder chooses to relinquish its charter by approval of a resolution.

Each authorized chartering entity is required to maintain a closure protocol and is tasked with oversight of the closure process.

If closure is due to an IPCSC nonrenewal or revocation decision, written notice will be issued to the school within 14 days of the decision and this closure protocol must begin within 5 days.

Roles

Authorizer: the authorized chartering entity is responsible to maintain closure protocol and to oversee the closure process.

Charter Holder: the charter holder is responsible to ensure that all closure tasks are complete and all deadlines are met. The school is responsible for any and all costs associated with closure.

Note

Please note that every closure situation is different. This guidance document may need to be expanded or adjusted to accommodate the specifics of a particular closure.

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I. Closure Protocol Team

A. Initial Meeting

within 5 business days of the date on which written notice of closure is issued, a meeting of the closure protocol team will be held.

B. Team Members

The Closure Protocol Team shall meet at least once a month between the date of the decision to non-renew, revoke, or relinquish the charter and the final dissolution of the board. Meetings shall be organized and chaired by the “team lead”. The team lead is also responsible for compiling meeting minutes and all documentation for the final closure report.

Required members of this team shall include:

1. The school’s Board Chair;
2. The school’s Lead Administrator;
3. The school’s Business Manager;
4. The IPCSC Director
5. A Team Lead (appointed by the IPCSC Director); and
6. The State Department of Education’s School Choice Coordinator.
7. Additional members may be added to the closure protocol team by mutual agreement of the required members.

C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
 - i. Communication – student, teacher, family
 - ii. Financial – vendors and assets
 - iii. Business – employer and corporation
 - iv. Records – student and employee records

D. Meeting Agenda

The meeting agenda for the initial meeting of the closure protocol team shall include the following:

1. Review of the closure protocol guidance document;
2. Review of the final closure report template;
3. Review the roles and responsibilities of each party and subcommittee throughout the process;
4. Assign liaisons from both the school and the IPCSC to the Closure Protocol Team and any subcommittees;
5. Establish due dates for all tasks listed in Section I.E of these procedures; and
6. Review notification letter drafted by IPCSC Staff.

E. Important Dates

Due dates to be established at the initial meeting of the Closure Protocol Team shall include the following:

1. The date of the school's last allowable draw on public funds;
2. The date on which the school shall cease to provide services to students;
3. The date by which records to be retained beyond the closure date are to be transferred the authorizer;
4. The date by which all assets purchased with federal dollars must be transferred to the authorizer for redistribution to other charter schools;
5. the date on which all employee contracts are to be ended and all communication on behalf of the school must cease;
6. The date on which benefits will end;
7. The date by which the final audit must be completed;
8. The date by which all financial activity must be ended, including cutting the final checks and closing all bank accounts;

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

Communication

A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
 - a. Where and when the final order will be posted online for transparency of the reasons for closure;
 - b. The last date of student services;
 - c. Transfer procedures;
 - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
 - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
 - a. All Parents of current students and all parents currently on a waitlist;
 - b. All Teachers, Staff, and Volunteers;
 - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
 - d. All Lease and Loan/bond holders; and
 - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
 - b. The State Department of Education;
 - c. The State Board of Education;
 - d. The Office of the Governor;
 - e. The Public Employment Retirement Service of Idaho;
 - f. The chairpersons of the House and Senate Education committees; and
 - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
 - a. Media contact protocol
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
 - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
 - c. End of Employment Impact
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

insurance and PERSI. When at all possible, August 31st is recommended as this will allow teachers who re-employ at another school the best opportunity for uninterrupted health insurance coverage. However, this decision must be balanced with the urgency of the closure and the school's obligation to spend as little as necessary during the closure period.

2. The meeting agenda for this staff meeting should include the following:
 - a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
 - b. Review of media protocol and how to discuss the issue with parents and students.
 - c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
 - d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
 - e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
 - f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
 - g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
 - h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

F. Financial Dissolution

A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
 - a. A list of every vendor the school has paid in the last 12 months;
 - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
 - c. A copy of all lease agreements and all long-term loans;
 - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
 - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
 - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.
This part of the discussion should consider requirements of the IRS, the Department

of Labor, the Government Accounting Standards Board, as well as the Idaho Charter School Act and rules and policy established by the State Board of Education and the State Department of Education.

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.
There will be time to revise this initial projection as closure progresses, and the numbers are expected to shift throughout the process, but this exercise establishes a starting place. Please consider the last allowable draw of funds, payroll through end of contracts, and note that there may be additional closing costs, such as a PERSI buy out, storage costs, or penalties on early lease termination.
- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

5. Following the initial meeting, the school's Business Manager shall be responsible to provide the following documentation:

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
- ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
- iii. The inventory shall include:
 - a. A description of the item;
 - b. The fund with which each item was purchased; and
 - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

IV – Records Management

i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

ii. Records to be Retained

1. Student Records:

- a. Student cumulative files shall be retained for five years beyond the student's exit date.
- b. Student special education files shall be retained for five years beyond the student's exit date.
- c. Official transcripts or final report cards for all students who attended the school shall be retained permanently and shall include the name and address of the student, the name of the student's parent(s)/guardian(s), the student's date of birth, the courses attempted by the student and grades earned by the student.
- d. Record of student records transfer shall be retained permanently;

2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
 - e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
 - f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
 - g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.
4. Governance Records:
- a. All meeting agendas shall be retained permanently.
 - b. All meeting minutes shall be retained permanently.
 - c. A complete copy of the most recent set of board policy shall be retained permanently.
 - d. A copy of the board bylaws and articles of incorporation shall be retained permanently.
5. School Culture Records
- a. The school's lead administrator shall be responsible to make arrangements for the permanent retention of all school newspapers, yearbooks, and student handbooks through the Idaho Historical Society. The school is responsible for all costs incurred.
6. Records Requests After Closure
- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
 - b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

V. Governing Board

iii. Final dissolution

1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

3. Articles of Dissolution

- a. Pursuant to I.C. § 30-30-1003, after the dissolution has been authorized, a designee (identified in the dissolution plan) shall files articles of dissolution with the Idaho

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
 - ii. The date dissolution was authorized;
 - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
 - c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
 - a. A description of the information that must be included in a claim;
 - b. A mailing address where a claim may be sent;
 - c. The deadline, by which the dissolved corporation must receive the claim; and
 - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

- vi. Claims will be enforced if the corporation's assets have be distributed in liquidation to any party other than a creditor. A claim may be made by a creditor against the recipient, not to exceed the amount received by the recipient.

C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
 - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
 - b. Federal programs final reporting;
 - c. Grant final reporting; and
 - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

VI. Final Closure Report Outline

Throughout the closure protocol process, the Closure Team Lead will collect the required documentation and build a final report. The final report will be permanently retained by IPCSC and posted on the IPCSC's website.

i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
 - a. The legal name of the school;
 - b. The legal name of the charter holder;
 - c. The address(s) that the school occupied at time of closure;
 - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
 - i. [PCSC webpage for this school],
 - ii. [webpage for the meeting at which the charter was approved],
 - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
 - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
 - i. The date on which the charter was approved;
 - ii. The first and final dates on which the school was authorized to serve students;
 - iii. The date on which the school received its final distribution of state funding;
 - iv. The date on which teacher contracts ended; and
 - v. The date on which the charter holder's corporation was dissolved.

B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.